

TEACHERS' MANUAL FOR

*The Pupils' Own Vocabulary Spellers*

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## 1. GENERAL OBJECTIVES

*The Pupils' Own Vocabulary Spellers* were developed to enable pupils (1) to achieve high spelling mastery of the most important (most frequently used) words; (2) to acquire the ability to learn to spell any word at any time by themselves; (3) to acquire those rules, procedures, generalizations, and habit-tendencies which are of genuine value in increasing spelling power and reducing the labor and uncertainty of learning to spell individual words; (4) to learn the most important meanings of the basal words; (5) to acquire generalizations and techniques useful in getting full-bodied meanings from other words; and (6) to develop power in language expression and understanding. This series of books embodies several new features designed to achieve these purposes and to make the spelling instruction much more adaptable to individual differences than under the typical plan. For this reason, teachers are advised to read this manual carefully before using the spellers.

## 2. THE WORDS USED IN THIS SERIES

### Their Source

The words used in *The Pupils' Own Vocabulary Spellers* have been taken from the Rinsland list.<sup>1</sup> This study repre-

<sup>1</sup> Henry D. Rinsland, *A Basic Vocabulary of Elementary School Children*, New York, The Macmillan Company, 1945.

sents the widest and most complete sampling of children's writings as yet undertaken. Every kind of children's free and natural writings, in and out of school, was used: personal letters, original stories, poems, exposition, examination papers, and other types of material. These writings were selected by teachers who had a knowledge of the kind of writings to select and the purpose for which they were to be used. Before the words were tabulated, all this material was reread by teachers who were members of a research staff. All material that was questioned as to authenticity was rejected. Thus a true sampling of children's writings was secured. Only in Grade I was conversation sampled. In the first grade conversation gives a fairer sampling of vocabulary than writing does because of the limitations imposed by beginning handwriting.

A count was made of every word in 100,212 written selections from the 708 schools that were chosen on the basis of a number of geographical, sociological, and educational factors so as to represent the nation as a whole. This final result is a truly representative American list of spelling words. It represents samplings of the writings of more than 100,000 different children, since only one composition from each child was used.

The total number of running words counted was 6,012,359; the number of different words found was 25,632. The number of running words from each grade was: Grade I, 353,874; Grade II, 408,540; Grade III, 770,019; Grade IV, 792,326; Grade V, 835,130; Grade VI, 853,409; Grade VII, 910,754; Grade VIII, 1,088,343. The number of different words for each grade was: Grade I, 5,099; Grade II, 5,821; Grade III, 8,976; Grade IV, 9,976; Grade V, 11,449; Grade VI, 11,304; Grade VII, 14,820; Grade VIII, 17,930.



### Which Words Should Be Taught?

The Rinsland list reveals which words need most to be taught. No other listing of words actually used by children in the several grades even remotely approaches this list in size, validity, and value. The Rinsland list shows, with a high degree of reliability, the words that representative American children actually *use* in each grade. It shows us how frequently each individual word is used in each grade. Thus, for each grade we can select the most frequently used word, the next most frequently used word, and so on, down to words which appear only *once* in the total number of words found in that grade. In Grade VIII, this would be a word which appeared only *once* in more than a million running words.

The lack of such a list has been responsible for the almost incredible disagreement in the selection of words for spellers, especially with regard to the grade placement of words. To illustrate: in 1940, Emmett A. Betts published a complete list of words from seventeen different current spellers.<sup>1</sup> The average number of words per series was 3,763, but there were 8,645 different words in the total vocabulary of the seventeen spellers. This shows enormous disagreement. The astonishing thing was that only 541 words, or 6.26 per cent of the total, appeared in all seventeen spellers, and only *one* word appeared in all seventeen spellers at the same grade level.<sup>2</sup>

Such disagreement is the result of lack of the very information which the Rinsland list now provides. *The Pupils' Own Vocabulary Spellers* are based squarely on the Rinsland list.

<sup>1</sup> Emmett A. Betts, *Spelling Vocabulary Study*, New York, American Book Company, 1940.

<sup>2</sup> This is the word *long*.

Beginning with Grade II, the authors selected the most important words (those most frequently written) for that grade. In Grade III they included the most important words for Grade III which had not already been taught in Grade II, and so on. In the case of each word in each grade, the authors knew exactly how frequently it was used by a large representative sampling of American children in that grade. This, they believe, is the only sound way of selecting words for each grade.

Many words appear in these spellers which do not appear in certain other spellers, and many words found in other spellers do not appear in *The Pupils' Own Vocabulary Spellers*. This series is frankly and honestly restricted to the words which the Rinsland study shows are actually used and needed in Grades II to VIII inclusive. Spellers of the past have based their choices on wholly inadequate studies of school children's needs, or have depended largely on Ernest Horn's tabulation<sup>1</sup> of the frequency of adult usages, or, more commonly, on some kind of combination of the two sources. Hence the discrepancies among the word lists of existing spellers, and between the present series and others.

The words in *The Pupils' Own Vocabulary Spellers* have been carefully compared with other lists, both spelling and reading lists. They have been compared with Betts' list from seventeen spellers current in 1940 (mentioned above) and with a list of the most commonly taught words, assembled in 1935 by Gates from twenty-five spelling texts and from state and city lists.<sup>2</sup> These 3,876 words most commonly taught in American schools have been compared with the list of 3,958

<sup>1</sup> Ernest Horn, *A Basic Writing Vocabulary*, University of Iowa Monograph in Education, No. 4, 1926.

<sup>2</sup> Arthur I. Gates, *A List of Spelling Difficulties in 3876 Words*, New York, Teachers College Bureau of Publications, 1937. 166 pp.

in this series. There are 632 words in the former list which do not appear in *The Pupils' Own Vocabulary Spellers*. Why? They do not appear because they are not words in the *pupils' own vocabulary*. They are mainly words drawn into school spellers from adult lists.

Here are a few of the 632 words: *accommodate, advisable, analysis, analyze, anticipate, cashier, catarrh*. Offhand these may not seem to be very suspicious words. Perhaps they seem acceptable as words to teach in spelling in the grades, mainly because they have been commonly taught for so long that we have become used to them. *But the fact is that no one of these words was written a single time in over 6,000,000 running words found in the compositions written by more than 100,000 pupils from all over our nation.*

Would anyone advocate forcing a pupil to learn to spell words which are clearly adult words and which the average pupil will simply never need to use in his own writing while in the grades? Obviously not. These words, and hundreds like them, are not in *The Pupils' Own Vocabulary Spellers* for this reason.

The aim of *The Pupils' Own Vocabulary Spellers* is to teach pupils the words of greatest value to them at the time as they go from grade to grade, and to teach them how to learn any other word quickly and accurately when it is needed. Words needed in adult life are best learned in adult life at the time when the use for them arises. Even if pupils are required to drill extensively on such words in school, some time before they actually use them in their own writing, they will have forgotten how to spell most of these words and will have to learn them over again when they are needed. A major purpose of the program embodied in this series is to teach the pupil how to learn to spell a word quickly and

effectively whenever and wherever the need to use it in written work arises. It is wasteful of time and energy and also largely futile to teach the spelling of words years before pupils will need to spell them.

### How Many Words Should Be Taught?

The Rinsland list gives the information needed to tell *which* words should be taught in any grade. It tells us which words comprise the most useful or important hundred, which ones comprise the next most valuable hundred, and so on in each grade. Although the Rinsland study itself does not tell us how far down the list to go in any grade, it does give very important data to use in arriving at a decision.

To illustrate, let us consider the facts concerning Grade VIII, in which 1,088,343 running words from eighth grade pupils' writings were tabulated. The 100 words of highest frequency appeared from a minimum of 1,653 to a maximum of 64,666 times. These first 100 words account for 57 per cent of the total 1,088,343 running words, despite the fact that 17,830 other words appeared in the total. The 200 most frequently used words account for 66 per cent of the million plus words. In other words, the top 200 words account for twice as many of the 1,088,343 running words as do all of the following 17,730 words. Beyond the second hundred, each additional hundred swells the percentage a relatively small amount. The first thousand words account for 84 per cent, and the first two thousand, for 90 per cent; another thousand brings the percentage to about 93 per cent, and the fourth thousand to about 95 per cent. Beyond this point each word appears very infrequently, and it takes a great many words to bring the percentage up another point. For example,

words just below the first four thousand appear, each of them, only about 20 times in over a million running words written by eighth grade pupils.

In general, then, it is clear that the first two thousand words are highly important and very frequently used; that the third thousand are moderately important, and the fourth are less so; and that words lower than the fourth thousand are really rather infrequently used. This is, of course, true of the writing of adults, too.

*The Pupils' Own Vocabulary Spellers* introduce in the books for Grades II to VIII, inclusive, a total of just under 4,000 words. The exact number listed is 3,984 of which 26 are duplicates, leaving a net total of 3,958. In 26 cases the authors have repeated a word in different grades because of its peculiar usage in terms of frequency or varied meaning.<sup>1</sup> No word has been given twice in a basal list; each of these words is listed in a basal list after first appearing in one or two "extra" lists.

It is important to note that this list of 3,958 words accounts for a larger percentage of the total writing needs of any one child than the figure above (95 per cent) suggests. In the first place, this figure is based on a count which treated every derived form (such as *plays*, *playing*, *played*) as a different word from the root form (*play*). In our total of 3,958 words we considered only the words actually appearing in the weekly lists. Many other forms of these words are taught in the accompanying lessons, and the pupil is taught how to handle others without additional study. Actually, a pupil who completes this series of spellers is taught at least 7,581

<sup>1</sup> These words are *airplane*, *born*, *built*, *camp*, *certain*, *clothes*, *decided*, *Easter*, *else*, *grandmother*, *half*, *haven't*, *later*, *month*, *practice*, *quite*, *radio*, *such*, *Thanksgiving*, *through*, *weather*, *without*, and *world*.



words—the 3,958 in the basal and extra lists and the 3,623 additional forms of these words which appear in the Rinsland list and which the pupil has learned to handle as readily as the forms in the basal and extra lists. *The Pupils' Own Vocabulary Spellers* give him a writing vocabulary of at least 7,581 words, when words are counted as they were in compiling the Rinsland list. This is a very substantial writing vocabulary. It accounts for approximately 98 per cent of the more than 6,000,000 running words written by over 100,000 different pupils from 708 schools in every section of the United States.

It is obvious, moreover, that the combined writing vocabulary of 100,000 pupils will be much larger than that of one John or Mary Jones, especially if John and Mary are average or below average children. A total usable writing vocabulary of over 7,500 words will cover the general needs of any individual eighth grade pupil very fully indeed. In fact, it is more than the average pupil will need, and it contains all the words the most prolific eighth grade writers will need except for a great variety of technical words and other kinds of specialized words which represent unique individual needs.

These facts point to the importance of a minimum basal vocabulary—a basal list of the most needed words that is not excessively long for the slower learners—and a plan which permits pupils whose abilities and needs are greater to learn a larger number of the most widely useful of the remaining words, up to the maximum of 3,958 list words, or over 7,500 words, including the other forms systematically covered by the generalization program. Such a plan is one of the outstanding innovations of *The Pupils' Own Vocabulary Spellers*.

### **The Relative Importance of the Words**

In the typical speller, all the words taught in a particular grade are, as far as a teacher or pupil can tell, equally important. If you take one of these spellers and look up the words in the Rinsland list you will find that some of them are used a thousand times as frequently as others. Some are absolutely necessary words, while others may be very infrequently used by pupils in that grade. All, however, are to be taught with the same thoroughness. This procedure is certainly not good adjustment to the needs of pupils.

The Rinsland study made it possible to arrange the words in each grade list in order from the most frequently used to the least frequently used in that grade. In general, this arrangement will be found in the basal lists in each grade. The order is not exact because some shifting from the strict order of frequency was made to secure functional groupings for the stories and for other teaching purposes. But, in general, the most frequently used words appear first in each book, and the frequency decreases gradually to the last weekly lesson. The words in the extra lists (about which more later) are less frequently used and therefore less useful than those in the thirty-four basal weekly lists for each book.

This series is unique in this respect. The most needed words in each grade are introduced first and can be reviewed, if necessary, over a longer period of time during the year. Thus the most useful words are learned earlier and more thoroughly—as they should be.

### **The Number of Words per Weekly Lesson**

In the typical speller the words to be taught during the term are grouped in weekly lists. All the pupils, from the

best to the poorest speller, are assigned the same list and lesson. This list is typically a hard assignment.

Dr. Thompson<sup>1</sup> showed years ago that a typical weekly spelling assignment is quite formidable for average spellers and clearly too difficult for the poorest third of the class. The average pupil only half learns his weekly list. To use Dr. Thompson's own words, "Spelling instruction on the average is only about 50 per cent efficient" in the lower and intermediate grades and in the upper grades "only a little more than one-third efficient." Thompson's investigation appraised the results of teaching in schools in which the pupils were average or a little better than average. The pupils were taught by methods very similar to the typical ones of today. Why the poor results?

There are two important reasons. One is that the choice of words for each grade was very faulty then as now. The pupils studied many words that they simply never wrote anywhere during the year except in the spelling lessons. These words were, of course, soon forgotten; the pupils forgot them just as any of us forgets a telephone number or an address that is not used for a few months. The Rinsland study, fortunately, makes it possible to eliminate this serious defect of the spelling program.

Another reason for the inadequate learning is that the weekly lessons were too long and hard for the poorer half (more or less) of a typical class. The better spellers handled the long lists very readily; the average had to struggle to master the list; while the poorer pupils were quite unable to learn all the words, especially those which they rarely if ever used in their normal writing. For them the standardized

<sup>1</sup> Robert S. Thompson, *The Effectiveness of Modern Spelling Instruction*, New York, Teachers College Bureau of Publications, 1930.



Lesson was so long as to be confusing, bewildering, discouraging. They found that they were almost never able to spell all the words correctly on the tests. Misspelled words were then carried over for review, and review words piled up to utterly discouraging numbers. Many of these pupils threw up their hands in despair and subsequently learned even more slowly because of their feeling of utter inability to cope with the task. Some became complacent, others unhappy about continually misspelling the words in the tests.

The plain fact of the matter is that the conventional long-basal-weekly-list plan of spelling does not provide adjustment to individual differences. The typical plan adjusts very effectively to the needs of the superior speller, but it is woefully maladjusted to the needs of the poor speller. It provides the ablest spellers a neat escape from wasting time in unnecessary study and in general provides them with an easy and enjoyable program, but it burdens the less able spellers with an enormously difficult and confusing task. The scheme definitely produces distaste for and disability in spelling on the part of the less able pupils.

In *The Pupils' Own Vocabulary Spellers* this defect has been eliminated by two features. First, the basal weekly lessons contain fewer words. The length is reduced to a reasonable assignment for the slower learners. At the same time provision is made for the quicker learners to master more words, each according to his ability. Second, by selecting for each lesson in each grade those words which are going to be used by the pupils in their own writing and by vigorously eliminating those which will not be used for several years or until adult life, the learning of any given number of words is made easier, and the words, once learned, will be kept alive by being used in natural writing activities. A lesson of

ten words in these spellers will be considerably easier to learn and retain than a lesson of the same number in the typical speller because of the restriction to words most needed and most used at the time.

The basal weekly lists—those studied at the same time by all pupils—for the various grades are as follows:

<i>Grade</i>	<i>Total number of words in all basal lessons</i>	<i>Minimum number in a weekly list</i>	<i>Maximum number in a weekly list</i>
II	251	5	8
III	359	8	12
IV	408	12	12
V	434	12	14
VI	434	12	14
VII	434	12	14
VIII	434	12	14
<i>Total</i>	2754		

The basal weekly list, indicated above, will be recognized as considerably shorter than the typical list, and word for word it is considerably easier. The authors estimate that the learning task of a weekly list in *The Pupils' Own Vocabulary Spellers* is about half that of the typical present-day speller.

The basal lessons are to be studied and mastered by all. To make learning still easier and more lasting, a carefully prepared program of study embracing all the most helpful learning aids is provided for these words. The plan enables the poorer spellers to work successfully, without being shamed by continual and cumulative failure, along with the average and abler spellers in the group. The poorer spellers can master these words—and that is all the best speller can do. The spelling tests need no longer be the occasion of displaying one's "dumbness"; they can be a time for enjoying the

pride of doing the job as well as anybody. This series is carefully designed, in brief, to enable the poorer spellers to experience the thrill of success in spelling.

It is not proposed, however, that no pupil should learn any words other than those in the basal lessons. Ample opportunity is provided for each pupil to learn as many more as he individually can, at the most suitable time and under the most desirable circumstances. The additional words—the best possible ones for pupils in that grade—are provided in lists of supplementary or “extra” words in each book.

### The Supplementary or Extra Words

In Grades II and III the “Extra Words” are listed at the back of the speller in the order of their importance, or their frequency in the Rinsland study. Each word is used in a sentence to give its meaning. In Grades IV to VIII the extra words are starred in the dictionary, where the pronunciation and meanings are given. The extra words for these grades are listed in the order of their importance at the end of this manual.

The number of extra words is as follows: Grade II, 88; Grade III, 126; Grade IV, 189; Grade V, 192; Grade VI, 203; Grade VII, 215; Grade VIII, 217. The total is 1230.

These extra words are to be studied by each pupil according to his ability to learn more words than those in the basal list for the week. He may take them up at any time. The abler spellers, of course, will be able to learn them more rapidly than the less able, and many will have mastered them all with ease before the end of the year. The slower learners, especially in the lower grades, will need assistance from the teacher, for a time at least. Any one of several different plans

may be adopted to help pupils make the best use of their time and ability in learning to spell the extra words.

A good procedure is as follows: Let the pupils confine themselves to the basal lessons on the first two days in a weekly assignment. Note their success on the test on the third day. Depending on how many words were missed on this test—words which must be studied further before the fifth-day test—the teacher can advise the pupil as to how many words to study from the extra words. The more basal words the pupil misses, the fewer he should add from the extra list. Let him study these words at available times and be tested on Friday. For many pupils, Thursday will provide an excellent time to learn some of the extra words.

The teacher may give the Friday test on these extra words, or pupils in pairs may give each other the test. Each pupil should keep, in his notebook or elsewhere, a list of the words he has studied, to be dictated to him. The spelling of these words may be checked by the teacher or by the pupils themselves. Once extra words have been taken up, they should be treated in the same way as basal words. Those correctly spelled on the test should be recorded as words learned, and those incorrectly spelled should be recorded in the notebook for further study and retest.

The teacher should check up on each child's progress with the extra words at intervals so that she can identify those who are making slow progress. The best treatment for those pupils who are progressing so slowly as to indicate that they will probably not cover the extra words satisfactorily during the year is to give them more guidance and help and to allow them additional time. To scold or threaten such pupils may further weaken them by making them emotionally tense while studying and while taking the tests. To increase the

number of words without providing more time may produce apprehension and confusion. To give a pupil a large group of words at a time may make every word in it harder to learn than would be true of a shorter list. A pupil who could learn seven words in a group of eight might learn only four or five in a group of twelve, even if he had the same amount of time per word, and only three or four if the total time were not increased at all.

For the child who is lagging, a good plan is to provide an additional daily period for studying a properly selected number of the extra words by themselves, at a different time from that set aside for the basal lesson. If the pupil does fairly well on the third-day tests on the basal list, he might merely be given an increase in the time, on the first two days, for work with the basal words. After taking the test on them on the third day, he could devote this longer period, for the remainder of the week, to the extra words.

Choice among these and the other ways of covering the extra words which will suggest themselves to the teacher must be made in the light of the size of the class and the nature of the daily school program. In some classes pupils may form small groups in which the members alternate in serving as teacher.

It must be recognized that when this spelling series is first introduced, the pupils will not be accustomed to learning "extra words," and it will take a little time and experimentation to get them habituated to it. Once they have fallen into the swing of it, they will not need to be taught the procedure again. They will have achieved the most important objective of spelling instruction, namely, ability to master the spelling of a word anywhere at any time by themselves.

Children can, even in the lower grades, acquire spelling independence quite readily. The plan of having a list of extra words was adopted not only because it provides effective adjustment to individual differences in ability which conventional practices do not provide, but also because it gives the pupil experience, checked on by tests, in learning some words all by himself without elaborate exercises and detailed teacher-guidance to assist him. At first the teacher will have to assist. She will have to provide incentives to induce the pupil to tackle the extra words. She will need to help him avoid trying to learn too many or too few extra words. Gradually the pupil will develop interest and good judgment in selecting a list of words which he can master properly, without too much overlearning or underlearning, in the time available. This habit of learning words by himself whenever opportunity is afforded and this skill in handling his own spelling problems should improve until no special machinery or teaching is needed. This is the major goal of spelling instruction. The extra-word plan provides the opportunity for the pupil to achieve this independent spelling ability.

Even if it were quite difficult to put the extra-word plan into operation, it would be a small price to pay for the power and independence it will lead to. As a matter of fact, teachers can make it work successfully; children rise cheerfully to the challenge of learning to "learn by themselves" as distinguished from learning "how to sit and be taught."

The teacher should encourage children to add to the extra word list other words for which they have found an individual need. Good teachers now add these words to the list of "test words" on the third or fifth day as a matter of routine. This policy harmonizes with and strengthens the process of



developing spelling independence for which the extra word lists in the spellers are provided.

### How Important Are the Extra Words?

The words in the extra lists for Grades II and III are really important; those in Grade IV are fairly important; and those in Grades V to VIII are not very important. This variation is the result of a situation which every specialist in spelling knows about and usually hates to talk about. It bothers him because a perfect solution of the dilemma is not very obvious. The dilemma is this: There is a list of several hundred words which any child will want to write frequently as soon as he writes at all. Ideally, then, you would teach a child to write the whole batch of several hundred words at once—in a few days—so that he can write correctly what he wants to write. Needless to say, no one would advocate teaching the average child how to spell the 500 or 1,000 most frequently used words in a day, or a week, or a month, or even a year. How many, then, shall we teach in Grade II?

The authors of *The Pupils' Own Vocabulary Spellers* provide 251 words to be learned in the formal weekly lists, or the basal lessons, and 88 to be learned with less guidance from the extra list. These 88 words are less frequently used than the 251 in the basal lessons, but they are still very valuable words, and all children should study them during the year.

If this total of 339 words for Grade II seems a little heavy, it should be recalled that the very high frequency with which all these words will be used in speech and writing (and also encountered in reading) means that the learning will be an easier task than many shorter lists of less used words. It

should be noted also that the list at this stage treats as separate words many simple derived forms which are not so hard to learn as wholly different words. In fact, all forms, such as a singular noun and the plural form made by adding *s* are included as separate words in Grade II.

In Grade III the basal lists contain 359 words, and 126 are added in the extra list, making a total of 485 words. The authors recommend that the teacher see to it that every pupil studies, by himself, all the words in the extra list in this grade. These words are not so important as those in the basal lessons, but they are nevertheless fairly useful words. If the pupil vigorously studies them once, he will probably succeed in continuing to spell them correctly because he will naturally use them now and then in his ordinary writing. Many of these words, moreover, are simple derivatives of words studied earlier, and he will become increasingly able to retain them by association with the other forms and by generalization of the facts of derived forms.

In general the authors advocate giving enough time and attention to spelling in Grades II and III to give each child a chance to come firmly to grips, both by systematic group lessons (for the basal lists) and by more independent individual effort (for the extra lists), with all the words in the two books—a total of 824 words. This is because the pupil will really need these words. They will, in fact, provide for close to 90 per cent of the words these children will write. The Rinsland study shows that if many of these words were pushed along to be learned later, the whole program would tend to be out of step with pupils' needs. This scheme would make later spellers easy, but it would be bad education. It would force pupils to guess at or learn elsewhere many of the words which they wanted to write in their everyday activities



before they encountered them in the speller. A speller which lagged far behind pupils' needs might seem easy, but actually it would be doctoring the pupils' defects rather than preventing them.

A critic may ask: If these words are so important in Grades II and III, why were they not all put in the basal lessons? The explanation is repeated: To put them all in the basal lessons would make too inflexible a program. It would set up lessons that presented too many words simultaneously for many of the pupils. It would deprive children of the indispensable opportunity, moreover, of learning many really useful words independently. The pupils need this extra-word experience to learn how to learn words by themselves. They can do this in Grades II and III, and it is of utmost importance that they have the chance.

In Grade IV the basal lists contain 408 words and the extra list is increased to 189. In this grade the extra words are of considerably lower average importance and frequency of use than the basal words; the average frequency of the basal words is more than *four times* the average of the extra words. Words in the extra list appear from about 28 to 52 times in a million running words written by fourth grade pupils. In this grade pupils should be encouraged to study these extra words, noting their pronunciations and meanings, as fully as their ability permits without undue pressure. It is good to learn to spell these extra words, even all of them, but it will not be a serious matter if some pupils do not learn them all thoroughly. Much of the learning of words in the lower range of frequency will come from experiences in the future as the need for using such words appears from time to time. The more important thing is to keep alive and improve the technique of learning to spell any word independently

whenever the occasion arises. Work with the extra words produces this ability.

In Grades V to VIII the extra words are still less important (less frequently used) words. In Grades V and VI the extra words vary from about 16 to 25 appearances in a million running words of writings by pupils in the grade. In Grade VII most of the words appear but 18 times and in Grade VIII but 14 times in a million. These are pretty low frequencies, but it must be recalled that there are some 13,000 to 14,000 other words used less frequently in these grades, and many of these appear in the basal lessons of other spellers. Actually, in Grades V to VIII, the extra words are included more to provide for the development of independent interest and ability in extending the reading, understanding, and writing vocabulary, than to develop mastery of any of these particular words. It is, therefore, more important to provide pupils with enjoyable and successful work in learning *some* of these supplementary words by themselves than to risk the boredom and distaste which might result from pressure to learn to spell all of them. Let aptitude dictate how many of the extra words each individual will learn to spell perfectly, and do not be disturbed if some pupils learn only a part of the list perfectly.

### **The Use of the Dictionary in Connection with the Extra Words**

In Grades IV to VIII inclusive, all the extra words appear in the spelling dictionary. This practice has certain important educational values. There is less incentive to use for independent study a dictionary which is limited to basal words, because the pupil knows he need not be concerned about any

word in it until he encounters it in the basal lesson—and it is pretty certain to be reasonably well defined there anyway. Such a dictionary becomes merely a recourse in case of trouble with a basal spelling word at the time one is required to learn it. In the present series the dictionary is much more than that. It is not limited to the basal words. It contains material for independent study. There is a fair chance that any word a pupil wants to look up will appear in it, properly defined and spelled. It is an interesting little book for him to browse through at any time in order to pick up “on his own hook” a few good words. Our extra-word plan, we believe, will in this way help him develop the habit of using a dictionary by himself. Teachers should encourage and reward such enterprise.

Browsing in the dictionary and applying to extra words the technique acquired for learning to spell will result in the learning of words with surprising rapidity. Pupils should be encouraged to learn any of the basal words, too, when they need them or feel interested in learning them, instead of waiting until they appear in a lesson.

The more of this learning by himself the pupil does, the better. This ability and interest, this habit (we repeat) is the most important objective of the spelling program. When the pupils acquire this habit, they are prepared to meet any spelling situation anywhere for the rest of their lives.

If a pupil shows enough ability and interest to finish the spelling program for his grade in the first month, he has done a thoroughly admirable thing. What would you have him do then? Take up the speller for the next grade? Dismiss him from all responsibility for spelling for that year? It really does not matter. A pupil with such independent ability can and will take care of his spelling needs in the future as he is

doing in the present. It matters little whether he is dismissed from formal spelling work and does not take up the next book until he reaches the next grade, or whether he takes it up at once. It is important, however, for him to do the exercises in the basal lessons in order to secure the general aids and insights which they develop.

### **The Lowest Frequency of the Words Used**

The words of lowest frequency in the series are those in the extra list for Grade VIII. The frequency is approximately 14 in a million running words—or to be exact, 14 in 1,088,343. This is pretty low; this is where the authors drew the line, and, as stated above, they do not consider it important to master the spelling of these last words in any formal fashion. Certainly less frequent words, and this means all of the thousands of words outside the lists in these spellers, can scarcely demand time in the elementary school program of all pupils. Of these less frequently used words, some pupils will need some and others will want others, but pupils in general will need them very infrequently. All such words should be learned by each individual when he needs them. The plan of these spellers is to teach the pupils thoroughly how to find words in the dictionary and how to learn them efficiently when the need arises.

### **3. THE METHOD OF STUDY**

Precise directions for the pupil are given on the first pages of each book under the heading "How to Use Your Book." The method of studying a word is described under "Study

Your Words." This method embodies the processes which were found, in studies done by Dr. Gates and his students, especially in one by Dr. David H. Russell,<sup>1</sup> to be the most effective for both good and poor spellers. The method set forth is the simplest, quickest, most direct, and most easily learned technique. The more elaborate, many-step methods now in common use were found by Dr. Russell to be unnecessarily elaborate and cumbersome for good learners and too complex and difficult for poor learners (a discovery which was confirmed by further studies on the part of Gates). A long-drawn-out series of acts tends to retard the quick learner and confuse the slow. Certain steps such as "looking away and visualizing the word in the mind's eye" cannot be

<sup>1</sup>The most direct evidence will be found in David H. Russell, *Characteristics of Good and Poor Spellers; A Diagnostic Study*, New York, Teachers College Bureau of Publications, 1937. Further data will be found in Arthur I. Gates and David H. Russell, *Diagnostic and Remedial Spelling Manual; A Handbook for Teachers*, New York, Teachers College Bureau of Publications, 1940. Other experimental data bearing on the spelling method will be found in the following reports by Arthur I. Gates: "Recent Experimental Attacks upon Certain Spelling Problems," *The Elementary English Review*, Jan. 1937, pp. 6-10; *Generalization and Transfer in Spelling*, Teachers College Bureau of Publications, 1935; (with C. C. Bennett) "The Daily Versus the Weekly Lesson Plan in Spelling," *Journal of Educational Research*, Nov. 1934, pp. 203-7; (with F. B. Graham) "The Values of Various Games and Activities in Teaching Spelling," *Journal of Educational Research*, Sept. 1934, pp. 1-10; "An Experimental Comparison of the Study-Test and Test-Study Methods in Spelling," *Journal of Educational Psychology*, Jan. 1931, pp. 1-19; (with C. C. Bennett) "Two Tests Versus Three Tests Weekly in Teaching Spelling," *Elementary School Journal*, Sept. 1933, pp. 44-49; "Study of the Role of Visual Perception, Intelligence, and Certain Associative Processes in Reading and Spelling," *Journal of Educational Psychology*, Oct. 1926, pp. 433-45; (with E. H. Chase) "Methods and Theories of Learning to Spell Tested by Studies of Deaf Children," *Journal of Educational Psychology*, May 1926, pp. 289-300; and *The Psychology of Reading and Spelling with Special Reference to Disability*, New York, Teachers College Bureau of Publications, 1922. Among several studies by students of Dr. Gates (many of which are listed later) a relevant one is Claire T. Zyve, *An Experimental Study of Spelling Methods*, New York, Teachers College Bureau of Publications, 1931.



directly taught, often are not understood, and usually are futile in any event. Pupils may learn to go through the motions without really visualizing. A simpler, quicker attack was found to be easier to teach and more efficient for pupils to use. Such a method will prove to be a special boon to the slow-learning pupil who often became lost in the maze of the many-step procedure. Many such pupils must give so much attention to carrying out the various acts in the many steps that their minds wander from the word itself. The interval between seeing the printed word and actually writing it is so long for certain pupils that the spelling is lost before they reach the final step. The experience is similar to that of an adult who finds that a telephone number which he has just looked up has evaporated when his attention has been slightly distracted by looking for a pencil or waiting for the operator.

The method of study adopted in this series of spellers eliminates all steps except the vitally useful ones. There are really only *three* steps. These three steps are essentially the same at all grade levels; they are varied slightly to meet the requirements of longer words as the grade gets higher. Essentially, the basic steps are as follows:

1. *Look at the word and say it softly. If it has more than one part (syllable) say it again, part by part, looking at each part as you say it.*

2. *Look at the letters and say each one. If the word has more than one part, say the letters part by part.*

3. *Write the word without looking at your book.*

This is the method of study; the following step is merely a check: "*Look at your book and see if you spelled the word right.*"

This method centers on intense, uninterrupted study and

analysis of the word. The child sees the word as a whole while pronouncing it. Thus, the spoken word, as he knows it, becomes associated with the visual printed word. He sees the word as a whole. This is most important. The only final check on the spelling of any word is its appearance. The word *there* is spelled right only when it conforms to the visual form. You can spell *there* many ways phonetically; that is, you can produce its sounds by many different letter combinations and justify them by phonetic conventions in English words. Such forms as *ther*, *their*, *thare*, *thair*, *pthair* and so on are phonetically correct, but only *there* has the right visual arrangement of letters and only *there* is exactly right as a total visual object. You can spell correctly any word whose visual form you can master. Hence, emphasis is placed on visual study.

For monosyllabic words the task is to see the word clearly as a whole and then to see the letters in order. Hence the second step is "Look at the letters and say each one." For words of more than one syllable, the task is made easier by breaking the words up into syllables as well as seeing the word clearly as a whole. The program in *The Pupils' Own Vocabulary Spellers* gives unusual attention to the development of the ability to analyze words into syllables and obtain mastery of the appearance and letter sequences in syllables. The teacher should assist each pupil to gradually acquire the habit of attacking words syllable by syllable. When the art of syllabication is mastered, the spelling of long, many-syllable words is made enormously easier. Failure to master this skill is a common fault of poor spellers.<sup>1</sup> Care must be exercised

<sup>1</sup> See Arthur I. Gates, *The Psychology of Reading and Spelling with Special Reference to Disability*, New York, Teachers College Bureau of Publications, 1922; David H. Russell, *op. cit.*; and Gates and Russell, *op. cit.*

to see that the pupil first views the word as a whole and then sees the syllables one after the other—always in the left to right direction.

Steps one and two are both concerned with direct, intense, critical study of the visible printed word—looking at the word as a whole, breaking it down into syllables (which the pupil *sees* as he *says* them), and finally seeing and saying the letters in order in the easiest units to handle, namely, the syllables. We ask the pupil to do this carefully, thoroughly—and nothing more. Having done this, he immediately checks himself (step three) by writing the word without looking at it. No gazing into space; no wandering away on other maneuvers; no dragging out of the process through difficult-to-control additional steps; but, on the contrary, an immediate, conclusive test of the success of the visual and auditory study.

If the pupil writes the word correctly, he knows it at once. He is asked, however, to write the word and check himself again. If it is correct this time, he writes and checks it a third and final time to “stamp in” the correct reaction before another word is taken up.

If the pupil is wrong in any one of the three writings of the word, he shows the need of more study. Accordingly, he goes back to the pronunciation and visual study (step one) again and repeats until he gets the word correct.

The method is simple, direct, quick, and as near foolproof as possible. It contains all the elements of study which are really essential. It is as much more efficient than complex procedures as it is more simple and timesaving.

Why do the authors omit such a widely used step as “Look away from the word and try to visualize it,” or “See it in your mind’s eye”? This step is omitted because it is baffling



to many children. They do not know what to do, and no one can really demonstrate or otherwise show them how to visualize. At most, a teacher can show them only the superficial forms, such as looking away or closing the eyes. What many pupils do while attempting to visualize is futile and often distracting. It takes their mind away from productive study. It wastes time.

Grace M. Fernald in her *Remedial Techniques in Basic School Subjects* writes about visualization as follows: "It is probable that all children would attend to the recall image that they can get most clearly and distinctly if they were not told to think the word in some other specific way. It is common practice for teachers to instruct children to shut their eyes and get a 'picture' of the word. The child who cannot visualize clearly attempts to get visual content and consequently fails to attend to the image that would give him the details of the word." <sup>1</sup>

In the procedure outlined for these spellers a child can and will accomplish all that a discrete "visualization" step would achieve—with more speed and efficiency and less distraction. If he can visualize, he will do so in quick flashes as he goes through the simpler procedure, especially just before he writes and as he writes the word.

Although the method adopted in this speller is simple and direct, it embodies all the important sensory aids or avenues of approach. In step one the lips, the vocal apparatus, and the ears, as well as the eyes, are brought to bear on the word. Motor, auditory, and visual factors are involved; the pupil pronounces, hears, and sees the word. In step two, he pronounces, hears, and sees the details of the word, as well as

<sup>1</sup> Grace M. Fernald, *Remedial Techniques in Basic School Subjects*, New York, McGraw-Hill, 1943, p. 192.

the word whole. In step three, the motor act of writing and the strategy of recall are brought in. At this stage, indeed at any stage, a pupil will use whatever imagery his nature permits him to use; he may hear in his mind's ear the sound, or see in his mind's eye the whole word, its syllables, and its letters, or he may feel in kinesthetic imagery the act of saying or of writing the word as a whole or in parts. The method gives full play to all sensory avenues of approach and to all types of imagery without an elaborate structure of mechanical steps.

Other steps frequently introduced, such as copying the word while looking at it, are not included because they take time and give more interference than help in the crucial processes of studying the word. Mere copying while looking at the word tends to become a passive, uncritical, mechanical activity for the poor speller and a sheer time-wasting step for the good one. As Grace Fernald states: "The method of having children copy words while learning them seems to give particularly poor results in the case of non-visual children. . . . If you watch a child as he copies a word, you will see . . . eye movement back and forth for every letter he makes."<sup>1</sup> The word is broken up into innumerable little parts which block the grasp of the word as a whole. The method we recommend cuts to the core of the crucial process and emphasizes a quick, critical, intense attack upon the heart of the problem.

### Helping the Poor Speller

Of course, some pupils have less aptitude than others for learning to spell words. For most of the less successful learn-

<sup>1</sup> *Ibid.*, p. 198.

ers, the remedy is not to include one or more of the many traditional "steps" in learning but to help the pupil perfect the simple, sufficient procedure outlined in these spellers. Following are a few suggestions for the slower learners:

1. See if the pupil is really mentally awake and alert. If the pupil is passive—is not alertly reacting—he will not learn by any method. If he is sleepily dawdling, try to find the cause of his inertia. If he is tired, sleepy, undernourished, ill, worried, or otherwise physically or emotionally unfit, the underlying condition should be treated. He may be suffering from uncorrected defects of vision or hearing. He may be affected by a misleading form of motivation; he may be disposed to do poorly to win the approval of certain classmates, or to attract the attention of the teacher or to "hit back" at his parents for some real or imagined wrong. In the lower grades, children may be psychologically too immature to learn any exacting art. When the trouble in spelling is due to such difficulties as these, the remedy must be found outside of spelling itself and corrected.

2. Some pupils may be handicapped by difficulties or limitations in reading, handwriting, or speech, or all these. The child who has read much and has learned in reading to see words clearly has a great advantage. He already has a good visual impression of many words and has learned how to analyze them more or less. The poor reader is almost always initially a poor speller. The child who cannot write fairly fluently and rhythmically will find his spelling handicapped by the distraction of labored writing. Slow, labored writing will break up the natural rhythmic or syllabic production of the words needed in learning to spell words by writing them. Mispronunciations interfere because they give the pupil misleading phonetic clues. The poor speller, then,

deserves a general educational checkup. Often spelling improvement must accompany improvement in other aspects of the language activities, especially reading and writing.

3. There remains the possibility that the pupil doesn't really use the method of study outlined for him. Were the method a more elaborate one, involving seven or eight or nine steps, failure to use it would be more frequent. The method presented in this series is certainly as simple and as easy to grasp as one could be. There is, however, always the possibility that any method is not correctly conceived or properly used. The teacher must be alert to detect such failures.

Sometimes the pupil goes through the motions but puts no purposeful action into them. In some cases the pupil is unsteady, unsystematic, and flighty. He may know what to do, but lacks concentrated, consistent operation. In some cases, the child has not really learned to use the method except in a superficial way. In step one he may pronounce the word without looking at it carefully and critically, or he may pronounce the words by syllables but not really go to the trouble of identifying the syllables in the printed form. He may then hurry through step two in a superficial way and at once write the word (step three). If he spells it wrongly, he repeats the same superficial study instead of making an especially intense study of the word to find where the trouble was and to locate clues which may be used to master the spelling.

Poor spellers very frequently fail to observe the whole word and to note the letters in an invariably systematic, left-to-right sequence.<sup>1</sup> By taking photographs of the eye-

<sup>1</sup> See David H. Russell, *op. cit.*; Ethel M. Abernethy, "Photographic Records of Eye-Movements in Studying Spelling," *Journal of Educational*

movements during study, Abernethy and Gilbert found that some children looked the word all over, as they might look at a picture, and when studying the letters let their gaze wander over the word indiscriminately. The teacher should stress the importance of *always* looking at the word and seeing its syllables and letters from beginning to end. She should demonstrate by moving the finger or a pointer under the word as the pupil observes it and again as the pupil names the letters. Once the word has been observed from left to right, the pupil should always go back to the beginning and go through it again in the same way. This procedure may be demonstrated by writing the word rapidly. In rare cases, letting a pupil type words on a typewriter may be helpful. In extreme cases, some practice in tracing words written with a coarse crayon may be useful,<sup>1</sup> but usually careful explanation and demonstration of how to proceed is sufficient. The teacher should keep an eye out for such troublesome cases and should follow them up until the proper technique is well habituated.

Children often carry over to spelling the haphazard, unsystematic way of looking at objects that they use in recognizing or observing faces, objects, pictures, designs, and so forth. They do not need to look these things over in a precise way and in the left-to-right direction to recognize them or to learn more about them. Indeed, words are about the only things that must be always viewed from left to right. Children do not realize that their haphazard way of looking at other things does not work with words, until it has been carefully demonstrated to them, and even then they are

*Psychology*, Vol. xx, 1929, pp. 695-701; and Luther C. Gilbert, *An Experimental Investigation of Eye-Movements in Learning to Spell Words*, Psychological Review Monograph, Vol. XLIII, 1932, pp. viii, 82.

<sup>1</sup> For a method see Grace M. Fernald, *op. cit.*, pp. 195-6, 201.



prone to fall back into their way of looking at other objects. Careful attention to the matter of systematic, never-failing, left-to-right observation is therefore very important.

The trouble may lie in failure to break up longer words into parts (syllables). The pupil may be trying to learn, as one unit, too long a series of letters. For example, instead of dealing with *enjoying* as three easy units—*en-joy-ing*—and grouping the letters into units—*e-n j-o-y i-n-g*—the pupil may be trying to recall all the letters in one continuous series—*e-n-j-o-y-i-n-g*. This is a very difficult task.

On the other hand, the pupil may be failing to see the forest because of the trees. It is very important to see clearly the total shape of *enjoying* as well as to isolate and perceive the three component syllables. The pupil should see the total word so clearly that a misspelling like *enjoying* is recognized at once; it does not look right. In fact, a source of spelling trouble may originate in careless or poor execution of the act of comparing the written word with the correct printed form. This should first be done by a glance at the whole of one and then the other, and then by a very careful and critical comparison of the words part by part. The comparison should do more than reveal the fact of error; it should uncover the exact place and character of the error. It should do more than this. It should reveal the exact nature of the correct part so clearly that it is likely to remain in the mind.

In finding out how the pupil learns to spell, three approaches may be used. One is to ask the pupil to tell what he does. A second is to observe the pupil during the process of learning. A teacher may get more information by combining these two. She may question the pupil after or during the study period. A third way is to study the errors a pupil

makes. These errors give clues to defects in the learning process.

The remedy for defects in the method of learning is rarely to give up the method advocated in these spellers or to adopt a special "remedial" device or to add some unusual gadget or stunt. The proper remedy is first to discover where and what the trouble in using the method is and then to help the pupil acquire the ability to use it correctly. To do this, the teacher may find it necessary to demonstrate what is to be done at each step. The failing pupils are probably eager, usually overeager, to learn; but they have got off the track somewhere along the line. They can and will adopt the best method if the teacher can enable them to see what it is.

One of the best ways of indicating the essential features of the method is for the teacher to study a few words "out loud" herself. She may take the word *fortunate*. She may show how she looks at it from left to right and pronounces it, then how she singles out the syllables, left to right. She may look it up in the dictionary and show how it is divided there. She may then look it over again, syllable by syllable, perhaps covering all but the first syllable as she says that, uncovering the next, and then uncovering the last. She may then repeat the process as she names the letters, clearly grouping them by syllables; she may "think out loud" about the word as she notes the familiar "for" and "ate." She may say, "Well, the *for* is easy, but I must remember that the next part is *tun* and not *tune*—there's no *e* there at all—and I must remember that the last part is not *et* but *ate!* Yes, *a-t-e, ate!*"

By showing the pupil how a good speller tackles certain words and by working with him as he attempts to master others, the teacher can usually get him to employ good techniques. What the poor speller needs is, not a special

method, but the methods used by a good speller. Let a good speller show the poor how the job is done.<sup>1</sup>

### A Final Word on Individual Differences

Good and excellent spellers, who have been taught in all sorts of ways, show one very consistent trait. Their method of study is direct and simple. They almost never use the "nine-step" method many of them were rigorously taught. They use a two- or three- or four-step procedure. Their methods differ, at least superficially. Typically the child feels his method is better for him than any other method. At any rate it works all right and he is used to it. Often the differences are much more apparent than real, and a superior speller can soon learn to use different methods about equally well.<sup>2</sup>

If a pupil turns up with a procedure which seems rather different from the one which has been taught to him, should the teacher make him change? If he is a good speller, or as competent a one as a pupil of his general intellectual ability should be, it is better to leave him alone. Whatever the superficial appearance may be, the good speller is doing the essential things. He is seeing words clearly, as a whole, and pronouncing them correctly; he is analyzing them into work-

<sup>1</sup> The following contain further suggestions for dealing with the exceptionally poor speller:

Arthur I. Gates and David H. Russell, *Diagnostic and Remedial Spelling Manual*, New York, Teachers College Bureau of Publications, 1940.

Edward W. Dolch, *Better Spelling*, Champaign, Illinois, The Garrard Press, 1942. The latter is less technical than the former and is an excellent discussion of many phases of spelling.

Gertrude Hildreth, *Learning the Three R's*, Minneapolis, Educational Publishers, Inc., 1936. This is excellent on informal games and activities.

<sup>2</sup> This statement is based on David H. Russell, *op. cit.*, and on certain studies by Gates not yet published.



able parts; he is really coming to grips with helpful features and clues; he is utilizing "thought learning," to use Dolch's apt phrase;<sup>1</sup> and he is checking his test responses carefully. If he makes a mistake, he accepts it merely as a challenge to find a way to overcome it. He joins battle at once and comes out a victor.

#### 4. THE WEEKLY PROGRAM

*The Pupils' Own Vocabulary Spellers* embody a five-day program with two test periods and three study periods per week. The advantages of the plan adopted for the series were indicated in some extensive studies conducted by Gates and his students.<sup>2</sup> Thomas G. Foran in his scholarly survey of the experimental studies in spelling, *The Psychology and Teaching of Spelling*,<sup>3</sup> reached conclusions that suggest a very similar type of plan.

The weekly lesson plan is outlined at the front of each speller, under "How to Use Your Book." For Grades II to VI, inclusive, the steps are listed in order, one for each day, under "First Day," "Second Day," and so forth. For Grades VII and VIII, the order of activities remains substantially the same, but only the "steps" are listed. In these grades, a more individualized program is often desired and more than one step may be taken up on one day. In general, the order of steps should be followed, but the day-by-day weekly schedule

<sup>1</sup> Edward W. Dolch, *op. cit.*

<sup>2</sup> Especially Arthur I. Gates, "An Experimental Comparison of the Study-Test and Test-Study Methods in Spelling," *Journal of Educational Psychology*, Jan. 1931, pp. 1-19; Arthur I. Gates and Chester C. Bennett, "Two Tests Versus Three Tests Weekly in Teaching Spelling," *Elementary School Journal*, Sept. 1933, pp. 44-49.

<sup>3</sup> Washington, D. C., The Catholic Education Press, 1934. See especially pp. 68-71.

need not be observed in these upper grades. Since in many schools it may be desirable to adopt a similar policy below the seventh grade, the plan for the seventh grade is reproduced herewith:

### **How to Use Your Book**

#### *First Step. See Your Words.*

Read the story, in which all of your new words are correctly used. Find each new word in the story and notice how it is used. Look at it carefully and pronounce it to yourself. Then look it up in the spelling dictionary at the back of your book and see if you pronounced it correctly. Next write the word on your paper without looking at it. Now compare it with the word in your book to see if you spelled it correctly. If you did not, then write the word again, this time correctly.

#### *Second Step. Know Your Words.*

Write the exercises under "Know Your Words." You will enjoy using your new words. Before you write each one, look at it carefully in the list under the story. After writing it, check your spelling of it by looking at the word in the list again. Whenever you misspell a word, write it again correctly.

In the spelling dictionary at the back of your book you will find all of your new words in alphabetical order. If you are not sure how to pronounce or use a word, look it up in your dictionary. You will find a key to the pronunciation of the words on page 75 and at the bottom of each page after that. The guide words at the top of each page will help you in finding your new words. The one at the left is the first word on the page, and the one at the right is the last word on the page.

#### *Third Step. Write Your Words.*

Number your paper for as many words as there are in your week's lesson. Write each word as your teacher says it. Be care-

ful to use your best writing and to spell each word correctly. Your teacher will help you find any words you missed or will ask you to check your paper against the list in the book. Cross out each misspelled word and write it correctly. Save your paper to use tomorrow.

#### *Fourth Step. Study Your Words.*

Study the words you missed yesterday. This is the way to study them. (At this point the method of study is outlined. See the speller for your grade for this.)

#### *Fifth Step. Write Your Words Again.*

Number your paper for as many words as there are in your lesson. Write each word carefully as your teacher says it. She will help you find any words you missed or will ask you to check your own paper. Cross out each misspelled word and write it correctly.

Write the words you missed in your word book, which your teacher will help you make. Keep all the words you miss in your word book and study them when you have time. Now and then your teacher will test you on them.

Other modifications can be made to suit particular groups. For example, pupils may work together and check each other's pronunciation and written spelling. The teacher's participation and supervision may be variously adjusted best to meet the needs of different individuals, sub-groups, or classes. In general, however, the order indicated by the "days" (Grades II to VI) or "steps" (Grades VII and VIII) should be followed.

The plan provides for full and careful study of the meaning or meanings, of the pronunciation, of the general visual form, of the general characteristics (such as being a derivative formed by dropping the *e* and adding *ing*, or containing

common phonograms or syllables), and of some of the individual peculiarities of *every word by every pupil* before the formal spelling test is given on the third day or at the third step. It is desirable for the pupil to have this study even if he can already spell some of the words, because the program aims to achieve more than mere mechanical mastery of the spelling of particular words. It aims to enrich meanings and achieve a generalized understanding of many important concepts concerning word-meaning, word-sound, and word-form practices and conventions, to be outlined in some detail later. Thus the stories are to be read and interpreted, and the various word-enrichment exercises under "Know Your Words" are to be done first by everyone. A child could learn to spell many hundreds of particular words without acquiring much spelling power or much general insight into language and spelling usages. The activities of the first two stages are of vital importance in a program that aims to secure general spelling power and independence, as well as ability to spell the particular words in each list.

On the third day or at the third step comes the formal test of spelling the particular words in the week's list. This is followed by a period (fourth day or step) of restudy of the particular words misspelled. The fifth day or fifth step provides the second and final formal test for all pupils.

The fourth day or fourth step, when the pupil restudies the words he missed during the preceding step, is a particularly good occasion for the teacher to help pupils individually. This is the individual study time for teacher as well as pupil. It is a good time for the teacher to diagnose particular difficulties on anything coming up in the week's lesson, or to consider with the pupil his problem of reviewing words from preceding weeks, or to survey his work with the

extra, or supplementary, words or with words encountered elsewhere. Difficulties or limitations noted on the preceding days, such as mispronunciations or misuses of words or failure to understand some exercises under "Know Your Words," which could not be dealt with at the time, may be considered on the fourth day. It is, of course, not suggested that attention to individual pupils be confined to the fourth day. It should be provided as far as possible every day. It is merely pointed out that the program for this series is arranged to have this day especially free for individual guidance of pupils.

### The Word-Meaning Enrichment Program

*The Pupils' Own Vocabulary Spellers* embody a carefully organized program for developing the meanings of words. This program has a two-fold objective. One purpose is to enrich and refine the pupil's understanding of the concepts and to give him thereby greater language power and subtlety in his reading and in his oral and written language. A second objective is to make the task of learning to spell more rapid and easy and the retention of the spellings more permanent by giving the words more vitality and meaningful substance. Meanings may be enriched in such a way as to give the words which convey them more attractiveness and value. The spelling problem is then made easier because the words become more interesting and produce more alert and many-sided responses. The whole program becomes more fun, and learning to spell becomes more intriguing and satisfying as a consequence.

In developing the word-enrichment program, the authors enjoyed full and exclusive use of the *Rinsland and Rinsland*

*Semantic Study*.<sup>1</sup> This was an actual count of the frequency with which each and every meaning of every word appeared in the material used in the Rinsland word count for Grades I to VI inclusive. This word-meaning-frequency count was made for each grade separately. The results for Grade V were used in Grades VII and VIII. This rich information, never before available, was used in developing the word-meaning enrichment program and the dictionary. Additional details about the *Semantic Study* are given below in the discussion of the dictionary.

### Introducing the Words in Reading Selections

The words are first introduced in interesting selections carefully written to clothe each word with meaning.<sup>2</sup> These selections were prepared by a skilled writer with years of experience in writing various materials for elementary school children—Celeste Comegys Peardon, one of the authors of the *New Work-Play* basal readers and preparatory books, of the *Good Companions Supplementary Readers*, the *Gates Peardon Practice Exercises in Reading*, and other publications for children. All selections are rigidly restricted in vocabulary to make them easy to read. To illustrate, all se

<sup>1</sup> As yet unpublished. This significant and immense study is a continuation of the Rinsland word study, *op. cit.*, and is the joint work of Henry D. Rinsland and Martha Rinsland. Dr. Martha Rinsland directed this study after Dr. Henry Rinsland entered upon active military service. She organized the many thousands of meanings and illustrations of children's own usage into a complete manuscript of many thousands of pages showing all data for the first six grades. The authors are indebted to Mrs. Rinsland for organizing this material into usable form and making it available for this series of spellers.

<sup>2</sup> In all grades except Grade VIII. In this grade several short selections instead of one, are used, and more exacting word-meaning exercises are employed.



lections in the first ten weekly lessons of the second grade speller contain only the 150 words most commonly used in speech and writing by children in Grade I; those in lessons 11-17 employ no words whatsoever except the 199 most commonly used first grade words; and those in lessons 18-34 are restricted to the 339 most frequently used words in the Grade II list. The restrictions for other grades are given on page 45 in connection with the discussion of the dictionaries, to which they also apply. Thus, the reading and understanding of the selections is made as easy and certain as possible, and the maximum amount of *review* of the spelling words is provided. The words are thus made at once as meaningful and vital as possible. The exercises in locating these words in the stories are designed to increase the pupils' alertness to the use of the words in a context.

### **The Word-Enrichment Program in the "Know Your Words" Exercises**

Following the reading selection and the list of new words are the "Know Your Words" exercises, in which a word-meaning enrichment program is embodied. Here are various exercises found to be most useful to the learner. Among them are activities involving matching words with other words (synonyms) or phrases or sentences conveying similar meanings; giving descriptions or definitions or antonyms; providing a full development of homonyms; fitting words into larger contexts; indicating the significance of various derivatives, the meanings and uses of common prefixes and suffixes, the uses of various punctuation marks, the structure of compound words, and so forth. Full details are indicated in the lists of "points given special treatment" in each grade, be-

ginning on page 78; and Table I, below, shows the number of "Know Your Words" pages which contain each of the indicated types of special exercises for each grade.

TABLE I

The number of weekly lessons in each grade providing the types of word-meaning enrichment exercises listed.

<i>Grade</i>	II	III	IV	V	VI	VII	VIII
Meanings of words	19	22	25	31	23	28	34
Homonyms	5	8	4	7	8	8	7
Antonyms	5	13	15	12	9	16	18
Synonyms	4	7	14	8	8	9	6
Word usage	24	15	14	17	11	19	29
Compound words	2	6	12	12	14	12	6
Singular and plural	2	4	10	13	10	17	17
Contractions	5	5	4	5	2		
Prefixes			5	9	15	19	18
Parts of speech						22	33
Tense		2	14	7	4	7	9
Parts of verbs							4
Comparative and superlative					3	4	6

The "Know Your Words" exercises contain a carefully developed program for using the dictionary included in the spellers for Grades IV-VIII, and the dictionary is utilized continually in the word-meaning enrichment program.

## 5. THE DICTIONARIES

In preparing the dictionaries, which define each word in the basal and extra lists in each speller beginning with Grade

IV, the results of the *Rinsland and Rinsland Semantic Study* were used. As mentioned above, this study reveals for each grade separately, up to and including Grade VI, the frequency with which each meaning of each word appeared in all the children's compositions selected for the Rinsland word count.<sup>1</sup> Meanings were classified according to ten "functions" based largely on *A New Plan of English Grammar* by Janet R. Aiken.<sup>2</sup> These functions are (1) absolute or interjection; (2) subject; (3) complement; (4) adjective; (5) adverb; (6) verbid (a verb form lacking the sense of completeness necessary for the predicate of a sentence; e.g., *Reading books is pleasant.*); (7) verb (complete); (8) auxiliary verb; (9) preposition; and (10) conjunction or connective. Under these "functions" all distinctive meanings recognized by *Webster's Dictionary* were tabulated, plus some original meanings used with consistency by the children themselves. The meanings were recorded under sentences from the children's own writing, and these were matched as nearly as possible with definitions from Webster. Thus each meaning was fully identified by (1) reference to the "function"; (2) identification with a Webster definition; and (3) a full expression in a child's own usage. The frequency with which each meaning appeared in the total aggregate of pupils' compositions for each grade was thus available.

In preparing the spelling dictionaries the first step was a study of the frequency of all meanings of each word. A listing was made of the most frequent and important meanings found in the compositions of the grade.<sup>3</sup> These were put

<sup>1</sup> For Grades VI, VII, and VIII the semantic analysis for Grade VI was used.

<sup>2</sup> New York, Henry Holt and Company, 1933.

<sup>3</sup> The authors are indebted to Miss Rosalind Blum, Associate in Educational Psychology at Teachers College, for expert assistance in this task.

into the dictionary. Thus, for the first time, the definitions selected for the dictionary are based not on the guesswork of an author but on information concerning children's needs and usages of word meanings. The dictionary provides the definitions of the meanings which we know children will want to use and eliminates the confusion attending the introduction of many meanings which they will not want. The rare pupil who wishes to go farther afield is a pupil who can and will use a larger dictionary. By providing a dictionary which gives the children the meanings that are really important to them, we build up a respect for and interest in dictionary use that will result in the most rapid growth of the habit of using dictionaries in general.

Greatest care has been exercised to present the chosen meanings in the most helpful form. The pupils' own expressions (recorded in the Rinsland and Rinsland analysis) were carefully studied. Many of the definitions and sample uses in the dictionaries are the pupils' exact statements. Others are modifications of the pupils' statements. The major objective was always to make the clearest and most helpful definition and to give the most illuminating example of usage possible. When the authors were confident that the child's own statement or a modification of it was superior, it was used. If it was felt that no definition was as helpful as illustrative sentences containing the meaning, the illustrative sentences were used alone. Frequently both definition and sentences appear.

The dictionary for each grade was written under specific vocabulary restrictions. This rigid policy provides a protection against a common fault in school dictionaries, namely, that of including in the definition or illustrative usage of a word other more difficult words. The vocabulary restrictions

r the dictionary and for the introductory selections as well  
e as follows:

- Grade II. Lessons 1-10. The 150 most frequently used words in the first grade.  
Lessons 11-17. The 199 most frequently used words in the first grade.  
Lessons 18-34. The 339 most frequently used words in both Grades I and II.
- Grade III. The 824 words in the Grades II and III spelling lists, plus the words in the *Gates Reading Vocabulary for the Primary Grades* and the first 1,500 words in the Thorndike word list.<sup>1</sup>
- Grade IV. The words in the spellers for Grades I-IV, plus those in the *Gates Reading Vocabulary for the Primary Grades*, the first 2,000 words in the Thorndike list, and the words in the Dale list.<sup>2</sup>
- Grade V. The words in the spellers for Grades I-V, plus those in the Gates and Dale lists and the first 2,500 in the Thorndike list.
- Grade VI. The words in the spellers for Grades I-VI, plus those in the Gates and Dale lists and the first 3,000 in the Thorndike list.
- Grades VII and VIII. The words in the speller of the grade and of the preceding grades, plus those in the Gates and Dale lists and the first 4,000 in the Thorndike list, together with a restricted number of specialized words.

### Teaching Pupils to Use the Dictionary

In Grades II and III the pupils are taught many of the skills involved in using the dictionary, such as mastering the

<sup>1</sup> Arthur I. Gates, *A Reading Vocabulary for the Primary Grades*; E. L. Thorndike, *The Teacher's Word Book*. Both are published by the Bureau of Publications, Teachers College, New York.

<sup>2</sup> Edgar Dale, *Easy Word List; A List of 2,926 Words Known in Reading by Eighty Per Cent of Fourth Grade Pupils*. Mimeographed by the Bureau of Educational Research, Ohio State University, Columbus, Ohio, Dec. 1943.

TABLE II

The number of lessons in each grade providing exercises in the use of the dictionary and in various other language usages, symbols, punctuation marks, and so forth.

<i>Grade</i>	II	III	IV	V	VI	VII	VIII
Saying the alphabet	3	1					
Writing the alphabet	2	2	4				
Alphabetizing	9	8	26	25	21	24	18
Alphabetizing by third and later letters			13	13	14	22	15
Special study of initial letter.	17	4	4				
Capital letters and capitalization of words	3	5	13	8	8	1	5
Apostrophe for contraction	5	5	4	5	2		
Silent <i>e</i> and silent letters in general	3	5	16	13	16	6	7
Singular and plural	2	4	10	13	10	17	17
Compound words	2	6	12	12	14	12	6
Abbreviations		2	4	3	4	1	1
Present, past, and future tense		2	14	7	4	7	9
Punctuation of sentence		1	4	2	2		
Syllabication	2	5	24	18	15	25	19
Use of dictionary			28	26	20	17	18
Accent marks			17	14	12	22	20
Long and short vowels		3	21	24	25	28	23
Using pronunciation key and guides			2	2	2	3	1
Apostrophe for possession			7	8	7	6	8
Hyphenated words			1	2	2		
Hard and soft <i>c</i>			3	10	8	6	8
Different letters with same sound			4	8	8	13	8
Diphthongs			2	2		9	7



TABLE II (*Cont.*)

<i>Grade</i>	II	III	IV	V	VI	VII	VIII
Hyphen at end of line			1	1	1	1	1
Question mark			1	2	2		
Consonants			6	9	4	4	7
Prefixes			5	9	15	19	18
Hard and soft <i>g</i>					5	6	10
Parts of speech						22	33
Principal parts of verbs							4
Same letters with different sounds						7	3
Comparative and superlative forms					3	4	6

alphabet, arranging words in alphabetical order, getting a sense of the place of different letters in the alphabetic series, and getting meanings of words by means of definitions, examples of usages, synonyms, antonyms, and so forth.

The speller for Grade IV contains a complete, systematic program of training for using the dictionary; practically every set of "Know Your Words" exercises contributes. The speller for each later grade contains all the instructions and exercises needed to make increasingly extensive use of the dictionary. The details presented in each book are suggested by the outlines in Table II on pages 46-47 and by the more complete listing on pages 78-94.

### Diacritical Marks

The selection of diacritical marks for English dictionaries is, unfortunately, utterly unstandardized. Wide variations in the number of marks and the precise sounds represented by

them are found even among dictionaries for use in the elementary school. The systems found in the glossaries of school textbooks are equally varied. The author of a speller therefore finds it quite impossible to teach the diacritical marks and pronunciation systems needed to use all dictionaries and all glossaries in readers or other textbooks. If he selects exactly the same system used in one dictionary, he can be sure it is different from that found in others. Apparently no self-respecting dictionary staff will accept anyone else's pronunciation system.

The system embodied in these spellers includes the diacritical marks and sound equivalents found to be most frequently used in a series of representative dictionaries and school glossaries. From the amazing total thus assembled, those marks were eliminated which were least frequent and which represented shades of pronunciation difficult for a school child to distinguish from other sounds. The final list is somewhat shorter and simpler than that found in the average general dictionary and in the average spelling-book dictionary. It is, however, extensive enough to indicate the pronunciation of words in these spellers with sufficient precision, and it will serve to familiarize the pupils with the markings and distinctions most commonly found in other books.

The diacritical marks are included in the dictionaries for Grades IV-VIII, but the authors do not provide in "Know Your Words" a series of detailed lessons in using the marks for two reasons. The first is that the use of diacritical marks is best taught in oral work by the teacher in connection with particular words in the spelling dictionary. By pointing out the marks, giving the sounds, and so forth, the teacher can do much better teaching than can be provided by printed exercises. Secondly, the authors believe in letting the teacher

exercise discretion as to when to introduce diacritical marks, how many to give at a time, and how rapidly to progress. Classes differ considerably in their ability to learn to use diacritical marks. She may also wish to present the diacritical system in relation to the general dictionary or the reading glossaries used in her room. Such adjustments cannot be provided in advance in a speller.

## 6. THE GENERALIZATION AND TRANSFER PROGRAM

As has already been pointed out, the initial learning and later recall of the spelling of words may be greatly improved by mastering certain aids and clues which apply to many words. An increase in general understanding of spelling facts and conventions is also possible. Several experiments have shown that spelling ability may be considerably increased by employing certain types of generalization and transfer procedures. The two senior authors of this series have, quite independently, conducted studies or supervised experiments made by their students which confirm this opinion and which provide crucial information concerning many particular kinds of generalization and transfer.<sup>1</sup>

<sup>1</sup> Dr. Rinsland conducted two studies on generalization which are as yet unpublished. An important study was done under his direction by a student, Weldon K. Haynie, entitled *The Frequency of Occurrence of Words Under Spelling Rules*, Master's Thesis, University of Oklahoma.

Following is a list of doctors' dissertations done under Dr. Gates' direction and published in New York by the Teachers College Bureau of Publications: H. A. Carroll, *Generalization of Bright and Dull Children*, 1930; L. M. King, *Learning and Applying Spelling Rules in Grades 3-8*, 1932; J. E. Mendenhall, *An Analysis of Spelling Errors*, 1930; I. C. Sartorius, *Generalization in Spelling*, 1931; A. Watson, *Experimental Studies in the Psychology and Pedagogy of Spelling*, 1935; L. B. Wheat, *Free Associations to Common Words*, 1931; C. T. Zyve, *An Experimental Study of Spelling Methods*, 1931.

Following are studies of generalization conducted by Dr. Gates: *Generali-*

## The Generalization and Use of Derivatives

Investigations<sup>1</sup> have quite consistently demonstrated the value of learning the processes of making derived forms from root forms and *vice versa* in the case of certain singulars and plurals and other forms made by adding or dropping such suffixes as *ed*, *ing*, *er*, *est*, *en*, *n*, and *ly*. The processes involved in forming derived forms by adding certain prefixes may also be generalized. Such generalized insight concerning derivatives greatly reduces the labor that would otherwise be spent in learning each form separately; it also gives the pupil greater independence in figuring out the spelling of words in such families when no correct form is readily available. Even if a dictionary is available, much time is saved in some situations by applying the process mentally rather than looking up the particular word.

In handling derivatives in this series of spellers, the policy has been to introduce first that form (base or derivative) which the Rinsland study shows to be used most frequently. The other forms are brought into the basal or extra list at the time indicated by the frequency-of-use criterion applied to *all* words, with the Rinsland data as the guide. Both the root and the derived forms are included in the spelling list until it is felt that the process of forming that particular kind of derivative from the root and *vice versa* is well established or generalized. How long this will take depends on the rate at which words (roots and derivatives) of this type make their

*zation and Transfer in Spelling*, New York, Teachers College Bureau of Publications, 1935; (with F. B. Graham) "The Values of Various Games and Activities in Teaching Spelling," *Journal of Educational Research*, Sept. 1934, pp. 1-10.

<sup>1</sup> In addition to the references given on page 49, see also C. P. Archer, *Transfer of Training in Spelling*, University of Iowa, Studies in Education, Vol. V, No. 5, 1930.

TABLE III

The number of lessons in each grade containing special exercises on each type of derivative.

Grade	II	III	IV	V	VI	VII	VIII
Adding <i>s</i>	5	5	16	11	7	14	12
Adding <i>ing</i>	2	8	7	7	15	10	10
Adding <i>ed</i>	1	7	13	12	11	19	10
Dropping <i>e</i> and adding <i>ing</i>	1	5	2	5	10	7	9
Adding <i>es</i>		1	4	7	8	15	13
Adding <i>d</i>		1	4	7	7	6	5
Doubling a consonant before a suffix		3	4	6	7	8	10
Changing <i>y</i> to <i>i</i>		2	5	8	9	16	17
Adding <i>n</i> and <i>en</i>			5	1	3	5	3
Adding <i>r</i> and <i>er</i>			1	6	10	10	10
Adding <i>st</i> and <i>est</i>			1	5	3	4	4
Adding <i>ly</i>			9	4	8	12	10
Other suffixes			3	5	22	31	22
Prefixes			5	9	15	19	18

appearance in the spelling lists and on how easy or difficult it is to master the particular process or generalization.

In every case, many exercises are included in the "Know Your Words" section to help the pupil master the process and see clearly how it operates. After the process is regarded as mastered, only one form, the root or the particular derivative—whichever occurs first in frequency of use—is included in the spelling list. The other is assumed to be mastered at the same time. However, even after this point has been reached, the roots and derived forms of the type under consideration, such as *ing*, are used together in exercises in the "Know Your Words" section. Thus the spelling of the par-

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ticular examples is taught, and the generalization of the process is kept alive and further refined.

Table III, page 51, shows the number of weekly lessons in which each derivative is given special treatment in the "Know Your Words" exercises in each grade. (For detailed outline see pages 78-94.) The facts about adding or dropping *ing* may be given as an illustration. In Grade II two of the weekly lessons deal with the process, and in Grade III eight lessons deal with it. By the end of Grade III it is assumed that this derivative is pretty well mastered, and thereafter it is not considered necessary to include both the base form and the *ing* form in a basal list. However, lessons on this derivative appear in every later grade, illustrated by the particular base words or derivatives introduced in that grade. For words in which the *e* is dropped before *ing* is added, a separate program is provided. This derivative is not regarded as adequately generalized until the middle of Grade IV.

Table III indicates the thoroughness with which this program has been developed. Below is a statement of the times after which only one form (base or derived) is included in the spelling list, or at which one form is dropped from the list.

### *Grade II.*

No derived or base forms are dropped; that is, all forms are listed which appear justified by the frequency criterion.

### *Grade III.*

1. Simple singulars or plurals (*s*) of Grade II words are dropped.
2. *Ing* or *ed* form is retained when base form appeared in Grade II, and base form is retained when *ing* or *ed* form appeared in Grade II.



3. If two or more forms (base, *s*, *ed*, *ing*) appear in Grade III, but none in Grade II, only one is retained.
4. Certain forms are not regarded as one—*cloth*, *clothing*; *hear*, *heard*; *move*, *moving*; *swim*, *swimming*.

#### Grade IV.

If two or more forms (base, *es*, *d*, drop *e* and add *ing*) appear in the first half, they are regarded as separate words; in the second half, they are regarded as one word and only one is listed.

#### Grade V.

Possessives with *'s*, when base word has been previously taught, are dropped.

#### Grade VIII.

1. Comparative (*er*) and superlative (*est*) adjectives and adverbs, except when *y* is changed to *i* as in *earlier*, are dropped.
2. *Ly* words, if base form has been taught, except when *y* is changed to *i* as in *heavily*, or when *l* is doubled as in *equally*, are dropped.
3. Nouns in *er* are regarded as separate words and retained.

#### Grades IV-VIII.

No matter in what previous grade one form of a word appeared, the derived forms were dropped (or base form if the derived form appeared first) after the point at which the derivative in question was eliminated. If *become* appeared in Grade IV and *becoming* in Grade V, *becoming* was dropped. If *becoming* appeared in Grade IV and *become* in grade V, *become* was dropped. Dropped forms were used in the exercises under "Know Your Words" as frequently as possible.

### Other Forms of Generalization

Several studies have shown substantial gains resulting from generalization based on shrewdly managed common phonetic elements. The phonetic elements used for this purpose in the present series were those shown to be most useful in a series of studies by Sartorius, Gates, and Rinsland and students of the latter two.<sup>1</sup> Generalization fostered by directing analysis to phonetic elements and to various prefixes and suffixes goes beyond mere recognition of these components in any word. It leads to a habit and special skill of looking for other similarities and peculiarities in words. It becomes a creative game in detecting the most helpful familiar parts and the most unique features of words. There is nothing more helpful than this habit of learning to spell by thought and observation. Not only is the habit of the utmost practical value in learning to spell; it is great fun. Pupils who develop it enjoy learning to spell. Dr. Rinsland wrote, some years ago, after observing such a generalization plan in operation in comparison with one not designed to encourage such an approach: "Teachers say it relieves much of the monotony occurring in the repetition method of learning words. This not only increases efficiency in spelling a list of words, but raises interest in spelling, extends the meaning and value of spelling, and helps to create *spelling consciousness*."

The generalization or "thought-spelling" approach is used in connection with syllables and syllabication, certain silent letters, rhymes, compound words, "little words in big words" apart from compounds, various forms of contractions, long and short vowels and certain other individual letter sounds, homonyms, and certain other word types or characteristics of

<sup>1</sup> See footnote on pages 49-50.

TABLE IV

The number of lessons in each grade containing special exercises on word analysis and generalization.

<i>Grade</i>	II	III	IV	V	VI	VII	VIII
Noting beginning letters	17	4	4				
Noting final letters	14	4	3				
Silent <i>e</i> and other silent letters	3	5	16	13	16	6	7
Words that rhyme	13	9	7	19	25	13	12
Noting double letters in words	5	5	8	10	17	16	18
Phonograms	9	7	10	16	18	16	16
Syllables	2	5	24	18	15	25	19
Homonyms	5	8	4	7	8	8	7
Making new words from old	6	4	22				
Compound words	2	6	12	12	14	12	6
Little words in big words	3	6	7	13	10	7	3
Hard and soft <i>c</i>			3	10	8	6	8
Different letters with same sound			4	8	8	13	8
Same letters with different sound						7	3
Diphthongs			2	2		9	7
Confusable words			1	5		2	2
Hard and soft <i>g</i>					5	6	10
<i>Q</i> followed by <i>u</i>			1	3	2	1	3
Prefixes			5	9	15	19	18
Comparative and superlative					3	4	6

words. Each is handled in the manner indicated as best by research and experience. For example, one of a pair of homonyms appears at the time it is most needed, as do all the other words. When the second word of the pair appears, the two are compared and contrasted, the distinctions are pointed out and then critically tested. In other settings a

homonym may be grouped with other words; thus *beet* might be linked up with *feet* as well as contrasted with the homonym *beat*.<sup>1</sup>

Table IV, page 55, is arranged to show the grade distributions of weekly lessons containing special exercises on each of several phases or types of word analysis and generalization. (For detailed outline see pages 78-94.) Each form is introduced at the time regarded as most suitable for understanding and use and thereafter given review for the purpose of expansion and refinement.

### Spelling Rules

On the debatable problem of rules, Dr. Rinsland wrote in 1937: "The researches of Gates and his students, especially those of Sartorius, Watson, Carroll, King, and Mendenhall in regard to the rules of spelling and their efficiency, indicate that certain *rules of spelling*, when simply stated, are of great advantage to the elementary child. Other rules may be useful for high school and college pupils but not for elementary school children." In two studies the values of rules were put to particularly critical testing, and on these and some unpublished later experiences, the choice of rule for this series is made.<sup>2</sup> Only rules of demonstrated value to elementary school pupils are included.

These rules are developed gradually in the process of studying and comparing the spelling of words to which they

<sup>1</sup> A very good discussion of the values of various generalization and transfer methods is contained in Edward W. Dolch, *Better Spelling*, under the heading, "Thought-Spelling," pp. 192-237.

<sup>2</sup> The two published studies are by King and Gates, cited on page 49. A good review of these studies is contained in Thomas G. Foran, *The Psychology and Teaching of Spelling*, Chapter X.

apply or do not apply. The fact covered by the rule is often pointed out in particular cases before the rule is stated. Typically, the fact is stated in a particular form or partially disclosed and then discussed informally for a time before the rule is stated. Indeed, some facts covered by a rule are presented so early and informally and the statement of the rule is led up to so gradually that it is difficult to say just when and where a particular rule is introduced. All the rules are really introduced gradually in experience and are reformulated verbally in more and more complete and precise fashion from time to time.

This policy may be illustrated by the treatment of the convention for changing *y* to *i* before adding a suffix. In the first place, as Table III shows, lessons on some phases of this procedure, based on words from the weekly lists, begin in Grade III and appear in every grade thereafter. The first exercise, in Lesson 24, Grade III, is as follows: "Write *cry*. Beside it write *cried*. You changed the *y* to *i* and added *ed*. Now write *carry*. Change the *y* to *i* and add *ed*." *Cry* and *carry* are new words in this lesson, and *cried* has been introduced earlier. Other exercises similar to this appear in Grades III and IV. For example, Lesson 10, Grade IV, contains the following exercise: "Make the plural of *cooky* by changing *y* to *i* and adding *es*." *Cookies* is in this lesson. In Grade V, Lesson 3, appears this statement: "Change *y* to *i* in *busy* and add *ness*. Change *y* to *i* in *factory* and *industry* and add *es*. This rule of changing *y* to *i* before a new ending usually works if there is a consonant just before the *y*." This is an informal statement of the rule, given after the term *consonant* has become familiar and after the pupil has made the change in many particular words. In Grade VI the rule is given further extension and refinement. For example, in

Lesson 12 appears this statement: "Write *multiply, twenty, and eighty*. Change each *y* to *i* and add *es*. In most cases *y* is changed to *i* before a suffix, if a consonant comes just before the *y*." In Grade VII, Lesson 1, the rule is given in this more formal fashion: "When *y* is preceded by a consonant, the *y* is usually changed to *i* before a suffix is added." In Grade VIII, Lesson 7, appears the most complete statement, as follows: "Change the *y* in *policy* to *i* and add *es* to form the plural. When final *y* is preceded by a consonant, the *y* is changed to *i* before *es* or any other suffix except one beginning with *i*. Add *ing* to *marry*, keeping the *y*. This is a good rule to remember, but don't forget the exception!" A special exercise in Grade VIII, Lesson 24, is devoted to forming the plurals of words ending in *y* preceded by a vowel, such as *runaway*.

Other general conventions, usually referred to as rules, are introduced in this developmental way. Here are some further examples:

Dropping *e* when adding *ing*. First mentioned in Grade II, Lesson 34; later in relation to suffixes beginning with a vowel and with a consonant.

Plurals in *s*. First mentioned in Grade II, Lesson 25.

Doubling the consonant when adding a suffix. First introduced in Grade III, Lesson 2.

*Q* is always followed by *u*. First introduced in Grade IV, Lesson 29.

Adding *es* to form the plural of words ending in *s, sh, ch,* and *x*. First mentioned in Grade IV, Lesson 11.

Many other generalizations are also discussed, as may be noted by the entries in Tables I to IV inclusive and in the detailed outline on pages 78-94. Some rules, formerly frequently taught, are not included because they have proved



to be valueless. For example, the rule “*i* before *e*, except after *c*, or when sounded like *a*, as in *neighbor* or *weigh*” is not included. Sartorius<sup>1</sup> found in her study that for every ten words to which the rule applied there appeared three exceptions, and King<sup>2</sup> found that most children, even when carefully taught, find the rule too difficult to apply. Various efforts to restate the rule have not, in the opinion of the authors, resulted in making the teaching of it worth while. *Ei* or *ie* appear in seven different categories, some of which will be exceptions to any intelligible rule yet devised. There are not only many particular exceptions but too many types of exceptions. The whole *ei*, *ie* problem is just too complex to generalize in a reasonable time and with reasonable accuracy in the grades.

Definitions and technical terminology are introduced in this series only when they seem surely to be of value, directly or indirectly, as, for example, in conveying a concept like *suffix*, *plural*, or *vowel*, needed to make intelligible some useful spelling generalization. The same policy of starting in early to deal with the simplest concrete cases and gradually leading up to more comprehensive and precise statements as the pupils’ understanding matures is pursued. In the later grades both definitions and rules are summed up and brought to the most precise stages. The following list from Grade VIII suggests the range and type of material covered:

#### Rules and Definitions in Grade VIII

Page	
7	compound word
7	homonym
10	antonym

<sup>1</sup> *Op. cit.*

<sup>2</sup> *Op. cit.*

- 10 synonym
- 10 adjective
- 11 noun
- 13 prefix
- 13 suffix
- 13 soft *g*
- 13 diphthong (also p. 45)
- 13 plural for *s*, *sh*, *ch*, *x* (also p. 73)
- 15 plural— *s* and *es*
- 15 secondary accent
- 16 verb
- 17 present, past, and future tense
- 19 root word, derived word
- 19 vowels and consonants
- 19 } *y* to *i* before *es* or any suffix except *ing*
- 21 }  
21 } 'final *e* dropped before vowel, kept before  
consonant
- 23 adverb
- 25 *q* followed by *u*
- 27 comparative and superlative
- 27 hard and soft *c*
- 29 hard and soft *g*
- 35 positive form
- 37 proper noun
- 41 doubling consonant
- 41 principal parts
- 41 regular verbs
- 45 singular and plural possessive
- 47 present participle
- 53 plural of nouns ending in *man*
- 54 plural of nouns in *f* and *fe*
- 53 *y* preceded by vowel
- 63 capital for noun used as person's name
- 69 period for abbreviation

## 7. AIDS IN SPELLING INDIVIDUAL WORDS AND MEETING SPECIFIC WORD DIFFICULTIES

Success in spelling depends upon effective attack upon the individual word as well as upon good general technique, interest, and generalization of factors common to many words. In this series, each weekly lesson contains exercises directed to each individual word. These are based upon a critical appraisal of the difficulties encountered in each word. As revealed by experimental studies, the most extensive of which appear in Gates' monograph.<sup>1</sup> This study gives for each word (1) the comprehension difficulty, (2) the most common misspelling, and (3) the one or more "hard spots" and the percentage each represents in the total misspellings. By means of this information concerning the major difficulties in each word, exercises were developed to meet the difficulties most helpfully. For example, in *chimney*, 79 per cent of the misspellings show the error to be in the pair of letters *me*; the most common misspellings are *chimny* (19.8 per cent), *chimmy* (9.9 per cent), and *chimmey* (9.2 per cent). Note that the pupil tends usually to get the first *m* and the final *y*, but he often fails on the intervening letters. Here is a chance to give him a specific clue to the correct spelling of this word. Attention can be called to this part in various ways, and then we can include a completion exercise in this form—*chim - - y*—to direct attention and study to the point of difficulty and to provide a test of mastery of this part of the word. Thus the pupil is tipped off to clues which simplify the learning of the word. In this series of spellers, a completion-of-the-hard-spot exercise of this type is provided for practically every word.

<sup>1</sup> *A List of Spelling Difficulties in 3876 Words*, New York, Teachers College Bureau of Publications, 1937.

Some persons responsible for spelling programs have been strangely reluctant to advocate making use of information about common "hard spots" in words. Dolch in his recent book, *Better Spelling*,<sup>1</sup> states: "Perhaps the greatest failure of the test-study method is in its attempt to save time in learning spelling, in its failure to use accumulated knowledge . . . as to difficult parts of words. Much has been made of the fact that some words may be misspelled in many ways, but such words are exceptions. The majority of words which cause trouble in spelling have one letter or syllable which causes most of the difficulty. . . . With guidance, the children can locate these difficult spots and thus know where to center their attention." This series shows the pupils the hard spot or spots (there are sometimes more than one) in practically every word introduced in the basal lists.

Since one may hear or read the statement that "experiments have shown that drawing attention to hard spots does not assist pupils in spelling," or similar statements, it is advisable to point out the precise facts revealed by certain studies. Three studies, one by Taylor, mentioned by Pryor and Pittman in their book *A Guide to the Teaching of Spelling*,<sup>2</sup> but never reported in sufficient detail to enable one to evaluate them; one by Rogers,<sup>3</sup> reported in 1926; and one by Tireman,<sup>4</sup> reported in 1930, are the ones drawn upon to support this view. First, it should be noted that these studies were all done before reliable data concerning what part of parts of words are really hard were available. Secondly, it

<sup>1</sup> P. 183.

<sup>2</sup> New York, The Macmillan Company, 1921.

<sup>3</sup> Don C. Rogers, "Teaching the Hard Spots in Words," *Chicago School Journal*, Vol. VIII, 1926, pp. 256-59.

<sup>4</sup> L. S. Tireman, *Value of Marking Hard Spots in Spelling*, University of Iowa, Studies in Education, No. 4, 1930.

should be emphasized that the Rogers and Tireman studies, which are really reported in detail, employed the device of merely printing the alleged hard spot in red letters or in bold-faced type or with an underline. In Tireman's study certain pupils were asked to underline the part they regarded as difficult. These are quite different devices from those used in this series of spellers. These experiments tell us nothing against or in favor of the "complete the word" device and others used in *The Pupils' Own Vocabulary Spellers*; they were tests of quite different devices. Breed, moreover, refers in his *How to Teach Spelling*, 1930, to a study by himself in which beneficial results were obtained by having pupils underline parts of words that offered difficulty. Previous experiments are obviously inconclusive. An unpublished study by Gates is favorable to the types of devices used in this series. The authors agree with Dolch, as quoted above, that modern devices for getting at hard spots, once they are determined by careful research, will prove beneficial in learning to spell.

Other types of exercises designed to give the pupil tips, clues, and aids in mastering individual words are included. These comprise, not a mere collection of miscellaneous busy-work devices dealing with word features indiscriminately, but a comprehensive program of individual word-mastery aids based on exacting study of the characteristics and difficulties of each individual word.<sup>1</sup> These exercises draw attention to striking clues, such as double letters or a familiar phonogram or a rhyme with a familiar word, or to a critical feature, such as a silent letter, an apostrophe, or an unusual sound quality. For example, in the presentation of *against*

<sup>1</sup> Among the important published sources are the studies of Sartorius, Mendenhall, Carroll, and Gates, cited on page 49, and also A. I. Gates, *New Methods in Primary Reading*, New York, The Macmillan Company. In addition, considerable unpublished data was available.

(Grade IV, p. 65) various exercises develop three different insights: (1) *Against* is the familiar *again* with *st* added. (The exercise is "Add *st* to *again*.") (2) Another exercise deals with the troublesome *ai* and its sound; this is the hard spot in the word; in fact, in 81 per cent of the misspellings of *against*, the error is in the *ai*. The most common misspelling is *agenst* (21.2 per cent); next is *aganst* (14.1 per cent). (3) The final exercise on the word is to write *ag - - nst*, filling in the missing letters.

In these and other ways the "Know Your Words" exercises attempt to give the pupils helpful hints in the mastery of specific words. The exercises are designed also to lead the pupil to take an increasingly alert and critical attitude toward words. They demonstrate the value of examining every word carefully with an eye for discovering telltale features which will serve as clues to the spelling. This active search for clues is the essence of good learning. As stated above, one "learns" and remembers the faces of people only if one actively sets out to discover and observe the features which make retention possible. The passive reaction comes away with nothing. The same is true of words. It is here that the clearest distinction is found between the good and the poor speller. As Russell in his intensive study of the characteristics of good and poor spellers<sup>1</sup> states: "The retarded speller tends to use an unthinking attack which utilizes no clues nor other aids to spelling; the normal speller tends to use more active methods, with a check on his achievement." A major purpose of the exercises on critical features of words is to show the pupils what great help the searching analysis of a word will give and also what an interesting game it is. Pupils usually remain on the level of vague and passive study merely because they

<sup>1</sup> *Op cit.*, p. 40.



have not learned how to go about making the more active, searching attack.

## 8. THE PROBLEM OF REVIEWS

In the teaching of spelling today, there is an amazing amount of disagreement about how, when, what, and how much to review. A little more than twenty years ago the tradition of extensive review was established. This policy was the result of carrying over to the spelling books certain "principles" of review stated in psychology texts—principles which were derived from studies of "pure rote" learning. Indeed, the principles were based mainly on the learning of lists of nonsense syllables. These nonsense syllables had no meaning, and learning them was of no use outside the experiment. What is more, the learner never had any occasion to review them—indeed, he was usually ordered not to review them—except during the test or retest and restudy periods set up by the experiment.

Needless to say, it took an enormous amount of review over a long period of time to keep such material on tap. Indeed, it was practically impossible to maintain mastery of any considerable amount of material comprising meaningless sequences of items such as *nup-sib-wok*, etc., or 8-9-6-5, etc., or *a-p-l-t*, *f-m-t-q*, etc., which were not naturally called for in daily life. Ebbinghaus, the man who invented the series-of-nonsense-syllables ideas as the prototype of all meaningless serial learning, became a hero because, by dint of extraordinary application and perseverance, he learned and kept alive for some time quite a batch of them.

Twenty-five years ago spelling was learned about as nonsense series are memorized. Each word consisted of a series

of letters—*c-a-t-c-h*—which does not differ much orally from nonsense syllables—*cal-ang-tig-cig-hoc*. Each word was regarded as a specific learning task; the task was to study and review each particular sequence of letters until it could be recalled. To learn the spelling sequence of words treated as almost meaningless letter sequences did indeed require much review.

The need for review was especially great in the case of words which were used rarely or not at all in writing outside of the spelling drill period. In fact, for a school child to learn permanently the spelling of words which he does not write in his own compositions for a period of a year or two is a truly remarkable feat. This is the reason why the old spelling bee was so notable; it was a display of the remarkable learning of items by persons who rarely or never used them except in a spelling bee.

The Rinsland study has shown that even typical spelling lists of today are loaded with words which are introduced at times when they will rarely if ever be written except in the spelling lesson. Indeed, as was pointed out above, the average spelling list has more than six hundred words that pupil will scarcely ever write on their own in their elementary school life, and the typical speller contains many more that are very infrequently reviewed naturally.

To stamp in the spelling of words infrequently used would require an enormous amount of artificial drill, and these formal reviews would have to be kept up at fairly close intervals for a long time. In the opinion of the authors of these spellers, this policy is utterly unjustified. It is a nearly perfect case of blind rote learning and drill run riot. The idea of teaching all children in the grades to spell scores of words which they will practically never want to write until

they are adults (and most of them not then) is ridiculous. The fact is, however, that hundreds of words are now being taught which children simply will not use in their own writings during the first eight grades, and many more are being taught which will not be used for a long time because they are introduced too early. Since it is implied that all words in a speller are equally valuable and must be learned equally well, the common solution is to force the teacher and pupil to follow a program of frequently tedious, time-consuming reviews.

The need of such an elaborate, endlessly cumulative review is sure evidence of weakness in the formal spelling program. It is evidence of various weaknesses. A first weakness is in introducing words that will not be used naturally in writing at the time. The purpose of teaching a child to spell a word should be to give him the ability to write correctly a word he wants to write. *The writing of the word thereafter by himself should provide the review.* Of course, the pupil must achieve successful initial learning of the spelling. He must learn it well enough to retain mastery for some days or even a few weeks until natural review situations appear. If the word is not used in natural writing for months, the sensible thing is not to drill, drill, drill on it during this period but to let it go until it is really needed and to provide the pupil with the technique needed to relearn it then.

When the policy of reviewing words continually for an unlimited time is followed, the pupil, especially the one who writes relatively little and retains poorly from drill, piles up large numbers of words to be reviewed each week. A large or even a major portion of the spelling period then is devoted to old words, and less time is available for the new ones. The result is that the new ones are less well learned

than is desirable, and an increasing number of them join the cumulating list of old words for future review. This avalanche of old words is most discouraging to pupils. Many of them give up in despair.

### Avoiding the Need for Reviews

What is the remedy? The remedy is not more and more review but the avoidance of the factors that make review necessary and the optimum use of factors which make the spelling of words stick in the mind. In addition to the choice of words which children do write frequently and the proper placement of them, there are steps which help by giving the pupil the useful clues in learning and recalling the spelling of words. As Foran says: "The major emphasis should be placed on adequate teaching . . . rather than on elaborate methods of review to compensate for inadequate instruction."<sup>1</sup>

One helpful step is that of giving the words lively, interesting, and meaningful associations. In *The Pupils' Own Vocabulary Spellers* this is done by presenting each word in an interesting story context and then by providing opportunity for its use in a number of challenging activities which give it increasingly lively and full meaning. This plan helps to give the word an interesting personality which, as in the case of a person, is more likely to be remembered than an obscure or drab personality.

A very important phase of the work is that of giving the pupil as full a mastery as possible of the *general* clues or aids to the spelling of words. This means learning by thought and insight rather than by mere drill. This phase is embodied

<sup>1</sup> T. G. Foran, *The Psychology and Teaching of Spelling*, p. 53.

in this series in the carefully worked out program of spelling generalization outlined earlier. Its purpose is to give the pupil mastery of every genuinely useful rule and convention and of every widely applicable general characteristic and system prevailing in the spelling of the words he will use. As described in another section, a mastery of these generalizations reduces the amount of sheer nonsense learning needed to *get* the spelling in mind and of isolated word drill needed to *keep* the spelling in mind. When the pupil learns that *q* is always followed by *u* or learns how derivatives in *ed* and *ing* are formed, he saves himself an enormous amount of drill and review which would otherwise be necessary for mastering these parts of many individual words.

The learning of spelling may also be greatly improved by giving the child all the useful clues to the correct recall of individual words. This is done, first, by discovering what clues are really helpful and then by putting them at the child's command. By attracting a pupil's attention to a tricky silent letter, or a double letter (*ee* in *feet* but not in *treat*), or a phonogram already down pat in other words (the *ine* in *pine*, already known in *fine*), or a familiar small word in a longer word, or a part of a word known to give special difficulty (the *ou* in *court*), and so on, the need of review drill is reduced.

All these procedures aim to make the spelling of words less a sheer mechanical process, less pure nonsense learning, and more a rational, meaningful procedure. The more helpful the general and specific word clues are, the less drill and redrill work will be needed.

One further activity has an enormous influence on learning to spell. This is the writing of many compositions. If words which pupils normally write, and no others, are pro-

vided and are given a good introduction in well-directed, lively study in the spelling period, they can be kept intact for recall by being used in miscellaneous writing. If the pupils do little or no writing, they can hardly be expected to keep the spelling alive. In such cases, the teacher's attention should be directed to encouraging more abundant self-initiated writing. A recent *Yearbook* of the National Society for the Study of Education provides excellent suggestions.<sup>1</sup> The remedy in such cases is not more formal spelling drill but more abundant expression in written form.

### What About the Spelling Demons?

If one studies a sampling of current spellers one will find that many of them include in each week's assignment a number of review words. The number per week varies among the different series, and the review plan differs. Some books reintroduce the words only once, others several times, occasionally at intervals, over a period of two years. This practice is based on the assumption that some words are intrinsically hard for all pupils to learn to spell and retain; they are "spelling demons" that must be reviewed by all pupils more than other words. Other series take the position that difficulty is an individual matter and that the hardest words for Mary Smith in New York City are different from those most difficult for John Brown in a rural school in Idaho or even from those most difficult for other children in Mary's own class in New York.

The latter opinion is correct. Different investigations have

<sup>1</sup> This is the 1944 *Yearbook* on "Teaching Language in the Elementary School," National Society for the Study of Education, Yearbook XLIII, Part II.



shown that the demons are not identical, even for large groups of children; much less for different individual pupils.<sup>1</sup> For example, Robert S. Thompson after an extensive study of this problem concluded that "it is impossible . . . to make up a group of words which will be identified by abnormal ease of learning or abnormal difficulty of learning relative to initial difficulty." He found that even in schools in the same neighborhood, there was not "any close relationship between the difficulty of words in one group [class] and the difficulty in the other groups."<sup>2</sup> After following the progress of pupils in learning words under controlled conditions he found that "the conclusion must be, then, that low learning ratios [that is, slow or difficult learnings] are not due to inherent difficulties in certain words." Foran, after reviewing the evidence, concludes: "The words that are forgotten, or in danger of being forgotten, by some children may present no such problem to other children. Reviewing and relearning are individual problems which each child must perform according to his individual needs."<sup>3</sup>

Which words are relatively difficult to learn permanently depends on many things, such as previous experience with individual words in reading, writing, and word study; the frequency with which they are used in writing and observed in reading after they appear in the spelling lesson; the time at which they appear (early or late with respect to need); the nature of the words with which they are presented; and the influence of everything in the spelling program itself. Some words are hard if taught as isolated words, but become easy if a useful "key," such as a rule for dropping *e* and adding

<sup>1</sup> See, for example, W. H. Coleman, *A Critique of Spelling Vocabulary Investigations*, Greeley, Colorado, Colorado State Teachers College, 1931.

<sup>2</sup> *Op. cit.*, p. 40.

<sup>3</sup> *Op. cit.*, p. 51.

ing, has been mastered. Everything involved in the teaching of spelling greatly affects the relative difficulty of words, and various idiosyncrasies in the individual pupil's learning are likewise influential. It is utterly impossible to select in advance the spelling demons for all children everywhere.

### Recommendations for Reviews

Except that it definitely does not provide lists of pre-selected "review words" for the reasons just given, *The Pupils' Own Vocabulary Spellers* lend themselves to any review system of the many now in use. It is believed, however, that most of the plans involving extensive, prolonged, and repeated reviews are not advisable for classes using this series. It is believed that a less extensive review plan is better.

Following is a recommended plan. Words missed on the Friday, or fifth-day, or fifth-step test should be correctly recorded in the pupil's notebook. If possible, misspelled words should be studied at the time they are entered in the notebook. The source of each error should be sought and the correct form given special attention. The pupil should be encouraged to seek the teacher's help freely on these words. She may be able to spot the trouble more exactly and to give a general clue or rule or a specific clue which solves the difficulty. She may helpfully tie the troublesome word up with a word that the pupil already knows, as, for example, by pointing out that the middle part of *beat* is like that of *seat*, which he already knows well.

These misspelled words should be studied again at some time within the following week and included in the following Friday, or fifth-day, or fifth-step test. If a word is missed again (assuming the pupil studied it), it is obviously some-

ing of a demon for this child. It should then and there be looked into again if possible. A further attempt should be made to locate the particular trouble with it and to find a general or specific clue or association to help solve it. In the following week the pupil should find time to restudy the word, and should be tested again on Friday.

What if he fails then? The authors of this series advise that in this case the pupil be allowed in good conscience to let the word go. Have him write it correctly in a special place in his notebook under such a title as "Words to Be Studied Again" or "My Word Demons" and then go ahead with the new assignments.

The pupil should look over this list of hard words now and then as he finds time. The teacher should encourage him or remind him to do so occasionally, but she should not force him to do so. She may even provide an occasion, but he should be sure this is not an occasion which deprives him of something else he especially wants to do. If this further review of the hard words—this evidence of past failure—is made mandatory or unpleasant, the pupil's spelling confidence and interest may be wrecked. It is far better to let the words go entirely than to run any risk of a catastrophe such as this.

Pupils tend to find, on looking over their own demons, that they really have learned to spell some of them in the meantime or that the difficulty has somehow just evaporated. For many different reasons a word may prove baffling at one time and easy at another. Some twist or blocking of association, some misleading general clue, may interfere now and be gone a week later. A word difficult today may be easy a month hence as a result of some general clue or principle acquired in the meantime. Again, the difficult word may be

encountered in reading in such a way that a specific clue pops up to solve the mysterious spelling impasse. All sorts of experiences may be encountered which sooner or later make the more difficult word easy.

It is recommended, therefore, that the pupil should not be drilled into intellectual insensibility on old words at opportune times, but that he devote himself primarily to the new words. His time will be better invested in the new ones. He will thereby add more rapidly, per unit of time, to his total spelling vocabulary. He will keep up his morale and interest far better. He will be learning the general rules, principles and conventions of spelling better, and this learning may be more helpful for solving some of the old demons than direct blind review of them.

*A pupil will not become a better speller in general by spending a major part of his time restudying the old words which baffled him.* On the contrary, he will become a better speller in the long run by spending his major energies on the new words and on covering the whole program for his grade. This, of course, does not apply to the pupil who is placed a grade or more in advance of his ability to learn. The only remedy for such a pupil is to give him the speller appropriate to his capacity. Such a pupil, moreover, would be completely swamped by a program, over his head in general, which required continual review of all misspelled words.

Furthermore, in the case of pupils properly graded, there is no need for formal review of words, easy or hard, from the preceding grade. There is a need, however, for alertness on the part of the pupil and his teacher to detect misspellings of previously taught words. Many of these misspellings are due to slips and miscues, often purely motor perseverations of the writing muscles, rather than to spelling ignorance per se.

but the true misspellings should be spotted, the correct spelling looked up in the dictionary (or in Grades II and III secured from some person), and the word briskly relearned. Such a practice is far more to the point, far more efficient, and far more general in its benefits, than formal, classroom drill on old words.

Teachers who are accustomed to a more rigid and extensive plan of review than is recommended above are urged to give the suggested plan a trial or to arrange to compare it with their former practice. In any test, it must be remembered that the important objective of a spelling program is the development of general, lifelong spelling competence, interest, and independence, and not mere rote mastery of some special list of individual words in January and February of this year.

A final suggestion on review is this: Whatever formal plan is adopted, review should not be thought of as mere additional drill on old words, but as a relearning and reorganization period. The more difficult a word has been, the more reason for trying to make a *fresh* attack on it. The teacher should consider all the possibilities when the pupil reviews the old demons. Does he pronounce the word correctly? Has he divided it properly into syllables? Does he sound each syllable correctly? Is he possibly misrecognizing some of these syllables—actually failing to see them correctly? Is the spelling error always the same? What part of the word is most difficult for him? How can the correct form of this part be made very clear? What clue or association might solve the difficulty? A critical, searching approach along such lines as these should help solve the problem of review by making it more fruitful and by thus making further reviews less necessary.



## 9. PRETESTS AND FINAL TESTS

**Locating the Proper Speller Level for the Pupils**

It will be good practice, especially when this series of spellers is first introduced, to appraise the pupils' general ability to spell the words in several of the books in the series. A list of 34 words for each book, chosen at random, one from each weekly list, will suffice. The first 17 of these will represent the first term and the second 17 the second term. Use each word in a sentence (possibly one from the story in which it is introduced) and repeat it alone for the pupils to write. In this way, dictate lists from the grade the pupils are in, the grade above, and the grade below. For those who do very poorly on the list from a grade below, try a list from the grade below that. A briefer, but, of course, less reliable, sampling may be secured by using only the list of 17 words from the first term's program to represent each grade.

Children who miss more than half the words in a preceding grade should be considered as probably needing to review the book for that grade. Before deciding finally, it would be well to test them with another sampling from the same book—especially if the first test comprised only 17 words. If the repeated test shows a similar number of mistakes, the pupil will probably do better in the long run by building up a better foundation at the lower level.

How this plan is to be most effectively achieved will depend upon the school organization. A practice becoming increasingly popular is to divide the pupils in a class into two or three, sometimes even more, sub-groups. Each group may take the speller most suited to its ability. Thus the books of two or more different grades may be used in the same



class. Since the spellers in this series are largely self-teaching and since individual independence on the part of the pupils is a major objective, the pupils in any group can work by themselves most of the time while the teacher gives guidance to or tests another group. She may give the weekly tests to all the groups at once by dictating first a word from one list, then one from the next, and so on. This is possible because the pupils should be given plenty of time to write each word. Another popular device is to have a pupil from one group dictate the words to another group while the teacher confers with the first group. All these methods of adjusting to individual needs are troublesome, but they pay dividends in better learning and better attitudes, which should, in the long run, reduce rather than increase the teacher's burden.

### **Testing Spelling Growth During the Year**

The most reliable indication of the pupil's spelling ability during the term or year is indicated by the results of the tests in the regular weekly program. However, a survey of attainments for the work of the term or the year as a whole is often worth the time and labor it costs. For such a test, a word chosen at random from each lesson is satisfactory. It is quite all right if, by chance, some of these words are identical with those in the pretest; or one may take every third or fourth word in each weekly list for the pretest and every fifth or any other numbered word from each list for the final test.

Growth in ability to spell the extra words may be similarly determined, in general. In Grades II and III the twenty words marked with a star may be used for the pretest, and the twenty marked with a dagger for the final test. In Grades IV-VIII the teacher may select at random 20-30 words from

the starred extra words in the dictionary. Twenty-four words, for example, could be selected in Grade VI by taking the *first* extra word on every *other* page for the pretest and the *last* extra word on the same page for the final test.

## 10. POINTS GIVEN SPECIAL TREATMENT IN THE "KNOW YOUR WORDS" EXERCISES IN EACH GRADE

The figures give the number of each weekly lesson in which exercises on a given item are contained. Summaries of these points are given in the preceding Tables I to IV.

### Grade II

#### A. *Study of general and specific features of words and preparation for use of dictionary.*

	LESSONS
Alphabetical order	3, 4, 5, 7, 11, 14, 17, 24, 31
Saying whole alphabet	3, 7, 24
Writing whole alphabet	4, 11
Noting beginning letter	2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 18, 20, 24, 25, 32, 34
Noting final letter	3, 4, 7, 8, 9, 10, 13, 16, 18, 24, 25, 28, 32, 34
Noting double letters	5, 8, 16, 24, 25
Hard spots	1-34, inclusive
Noting phonograms	8, 9, 11, 16, 18, 19, 20, 28, 34
Noting words that rhyme	2, 3, 6, 13, 14, 15, 16, 19, 21, 25, 28, 30, 32
Syllables	20, 28
Silent <i>e</i>	16, 25, 32
Capitals	6, 12, 25
Apostrophe for contraction	16, 20, 22, 25, 30
Making new words from old	17, 18, 19, 24, 27, 34
Little words in big words	4, 16, 18

*B. Generalization of derivatives.*

Adding <i>s</i>	19, 25, 29, 31, 34
Adding <i>ed</i>	27
Adding <i>ing</i>	11, 29
Dropping <i>e</i> and adding <i>ing</i>	34

*C. Word-meaning enrichment.*

Definitions, illustrative uses, etc.	2, 4, 6, 8, 12, 13, 14, 15, 16, 18, 20, 21, 24, 25, 28, 29, 30, 33, 34
Word usage	1, 2, 3, 4, 5, 6, 8, 10, 14, 15, 17, 19, 21, 22, 23, 25, 26, 27, 28, 29, 30, 31, 32, 33
Synonyms	8, 18, 20, 34
Antonyms	13, 15, 19, 24, 34
Homonyms	14, 15, 17, 26, 32
Compound words	19, 34
New words from old	17, 18, 19, 24, 27, 34
Little words in big words	4, 16, 18
Riddles, word puzzles, etc.	5, 6, 13, 22, 26, 33
Singular and plural	31, 33
Words for numbers	8, 14, 32

## Grade III

*A. Study of general and specific features of words and preparation for use of dictionary.*

Alphabetical order	1, 2, 3, 9, 10, 16, 24, 28, 30
Writing whole alphabet	1, 3
Writing parts of alphabet	5
Alphabetizing by 2nd letter	16, 24, 28, 30
Beginning letter	6, 23, 25, 34
Final letter	16, 23, 25, 34
Syllables	10, 11, 12, 18, 26
Phonograms	5, 6, 20, 21, 25, 28, 29
Vowels	25, 26, 32, 33
Silent <i>e</i>	3, 8, 16, 22, 33
Apostrophe for contraction	1, 13, 14, 18, 33

Abbreviations	12, 19
Rhyming words	3, 8, 10, 19, 20, 21, 24, 27, 29
Homonyms	14, 16, 17, 20, 27, 29, 33, 34
Capitals	12, 14, 18, 19, 26
Period for sentence	18
Hard spots	1-34
New words from old	3, 8, 21, 34
Double letters	3, 9, 20, 28, 34
Little words in big words	8, 12, 20, 21, 29, 34

*B. Generalization of derivatives.*

Adding <i>s</i>	8, 11, 14, 23, 32
Adding <i>ed</i>	3, 8, 13, 19, 23, 32, 34
Adding <i>ing</i>	2, 8, 9, 12, 18, 19, 32, 34
Dropping <i>e</i> and adding <i>ing</i>	2, 5, 8, 14, 17
Adding <i>es</i>	32
Adding <i>d</i>	32
Doubling consonant before suffix	2, 19, 34
Changing <i>y</i> to <i>i</i>	24, 32

*C. Word-meaning enrichment.*

Definitions, illustrations, etc.	2, 4, 5, 8, 9, 10, 12, 13, 16, 17, 18, 19, 21, 22, 23, 24, 25, 27, 28, 29, 30, 33
Word usage	2, 3, 7, 10, 13, 14, 15, 17, 18, 20, 22, 23, 27, 32, 34
Riddles, puzzles, etc.	3, 4, 6, 10, 11, 15, 22, 23, 30, 31
Synonyms	2, 5, 12, 17, 19, 24, 29
Antonyms	1, 3, 6, 9, 11, 12, 14, 17, 20, 21, 24, 25, 34
Homonyms	14, 16, 17, 20, 27, 29, 33, 34
Compound words	12, 20, 21, 26, 28, 29
New words from old	3, 8, 21, 34
Singular and plural	15, 17, 20, 21
Past tense	11, 20
Words for numbers	16, 22

## Grade IV

*A. Study of general and specific features of words and use of dictionary.*

Writing alphabet	1, 2, 8
Writing parts of alphabet	3
Alphabetical order	1, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 16, 18, 19, 20, 21, 22, 24, 25, 27, 28, 29, 30, 31, 32, 33
Alphabetizing by 3rd letter	1, 3, 4, 6, 8, 11, 19, 24, 27, 30
Alphabetizing by 4th, 5th, etc.	7, 12, 27, 28
Alphabetical order in dic- tionary	1, 4, 5, 7, 8
Beginning and ending letters	2, 3, 7, 9, 16, 21
References to dictionary	1, 4, 5, 6, 7, 8, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 32, 33, 34
Phonograms	2, 3, 7, 9, 20, 21, 22, 25, 26, 31
Syllables	5, 6, 7, 10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 32, 33, 34
Rhyming words	8, 19, 21, 26, 27, 32, 33
Accent marks	(10) 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 29, 32, 33, 34
Double letters	1, 7, 13, 16, 24, 26, 29, 30
Hard spots	1-34
Prefixes	3, 9, 11, 14, 24
Long and short vowels	4, 5, 7, 8, 9, 10, 11, 13, 14, 15, 16, 18, 19, 20, 21, 22, 25, 26, 32, 33, 34
Consonants	8, 19, 21, 25, 27, 32
Finding pronunciation	10, 15, 16, 20, 21, 22, 26, 27, 28, 30, 32
Pronunciation key	32
Guide words	14
Capitalized words	2, 8, 13, 16, 19, 21, 25, 26, 28, 31, 34

Apostrophe for contraction	17, 19, 20, 21
Apostrophe for possession	5, 8, 9, 10, 21, 26, 29
Period for abbreviation	2, 8, 21, 25
New words from old	3, 5, 6, 9, 10, 11, 12, 14, 16, 17, 18, 19, 20, 21, 22, 23, 24, 26, 29, 30, 33, 34
Compound words	5, 9, 10, 11, 12, 21, 26, 28, 30, 32, 33, 34
Confusable words	29
Hyphenated words	6
Capital and period	8, 9, 12, 28
Question mark	28
Hard and soft <i>c</i>	1, 10, 24
Silent letters	3, 4, 7, 8, 10, 19, 20, 22, 26, 30, 32, 34
Little words in big words	2, 3, 7, 9, 14, 31, 33
Different letters with same sound	15, 18, 27, 31
Diphthongs	27, 32
<i>Qu</i>	29
Singular and plural	1, 7, 9, 10, 11, 13, 15, 18, 22, 23, 30, 31, 32, 33
Hyphen at end of line	23, (30)

### *B. Generalization of derivatives.*

Adding <i>s</i>	1, 7, 9, 10, 11, 13, 14, 15, 16, 18, 22, 23, 29, 31, 32, 33
Adding <i>ed</i>	3, 6, 12, 14, 18, 21, 22, 23, 26, 27, 29, 32, 34
Adding <i>ing</i>	12, 13, 17, 19, 23, 24, 32
Dropping <i>e</i> and adding <i>ing</i>	12, 24
Adding <i>es</i>	11, 16, 20, 32
Adding <i>d</i>	9, 16, 20, 29
Adding <i>n</i> and <i>en</i>	3, 5, 12, 13, 23
Adding <i>er</i> and <i>r</i>	20
Adding <i>est</i> and <i>st</i>	18
Adding <i>ly</i>	14, 16, 18, 20, 21, 24, 29, 33, 34
Other suffixes	21, 22, 24



Doubling consonant	3, 19, 21, 27
Changing y to i	10, 20, 23, 26, 34

### C. *Word-meaning enrichment.*

Definitions, illustrations, etc.	4, 5, 6, 9, 10, 11, 12, 13, 14, 15, 17, 20, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34
Synonyms	6, 10, 11, 12, 20, 23, 24, 26, 27, 29, 30, 31, 33, 34
Antonyms	4, 11, 13, 14, 18, 20, 21, 23, 25, 27, 30, 31, 32, 33, 34
Homonyms	12, 14, 17, 33
Word usage	3, 6, 8, 9, 11, 12, 17, 18, 22, 28, 29, 31, 33, 34
New words from old	3, 5, 6, 9, 10, 11, 12, 14, 16, 17, 18, 19, 20, 21, 22, 23, 24, 26, 29, 30, 33, 34
Compound words	5, 9, 10, 11, 12, 21, 26, 28, 30, 32, 33, 34
Past tense	3, 6, 9, 11, 12, 17, 20, 21, 22, 24, 29, 32, 33, 34
Number words	2, 28, 31, 33, 34
Months and days	2, 13, 16, 28, 31, 34

### Grade V

#### A. *Study of general and specific features of words and use of dictionary.*

Alphabetical order	1, 2, 3, 4, 5, 6, 9, 10, 11, 12, 13, 14, 15, 16, 19, 21, 23, 24, 26, 28, 29, 31, 32, 33, 34
Alphabetizing by 3rd letter	3, 5, 6, 10, 15, 16, 21, 24, 26, 29, 32
Alphabetizing by 4th, etc.	5, 6, 10, 11, 24, 33
Alphabetical order in dictionary	2, 5, 6

References to dictionary	2, 3, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 32, 33
Phonograms	1, 2, 5, 8, 11, 12, 15, 16, 17, 19, 20, 21, 23, 27, 28, 31
Syllables	2, 3, 4, 5, 6, 7, 9, 11, 13, 14, 16, 19, 20, 21, 25, 26, 27, 33
Rhyming words	2, 5, 7, 8, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 22, 23, 27, 29, 34
Accent marks	3, 4, 5, 7, 9, 13, 14, 16, 19, 20, 21, 25, 27, 33
Prefixes	1, 5, 7, 18, 22, 23, 28, 31, 34
Long and short vowels	1, 2, 4, 6, 7, 8, 9, 13, 14, 15, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 32, 33, 34
Hard and soft <i>c</i>	7, 12, 13, 15, 17, 20, 27, 29, 31, 33
Silent letters	7, 8, 15, 18, 19, 21, 22, 23, 25, 26, 31, 33, 34
Different letters with same sound	8, 13, 14, 17, 23, 25, 26, 32
Hard spots	1-34
Double letters	2, 4, 12, 15, 16, 21, 22, 31, 33, 34
Little words in big words	2, 5, 8, 11, 12, 16, 18, 19, 20, 28, 29, 31, 34
Consonants	3, 8, 15, 16, 21, 27, 31, 33, 34
Finding pronunciation	6, 8, 18, 19, 23, 33
Different pronunciations of same word	3
Guide words	10
Capitalized words	2, 8, 9, 10, 13, 28, 31, 33
Apostrophe for contraction	1, 7, 9, 22, 32
Apostrophe for possession	10, 11, 14, 15, 21, 26, 33, 34
Period for abbreviation	2, 9, 28
Question mark	24, 30
Compound words	5, 6, 9, 10, 16, 20, 22, 25, 27, 30, 32, 34

Confusable words	16, 18, 24, 26, 30
Hyphenated words	25, 30
Singular and plural	2, 3, 4, 5, 6, 7, 11, 16, 18, 19, 21, 23, 27
Hyphen at end of line	13, (33)
<i>Qu</i>	11, 16, 26

### B. Generalization of derivatives.

Adding <i>s</i>	3, 4, 5, 6, 7, 11, 12, 16, 17, 23, 27
Adding <i>ed</i>	6, 8, 12, 14, 18, 20, 21, 23, 24, 29, 31, 34
Adding <i>ing</i>	12, 23, 24, 26, 27, 28, 33
Adding <i>es</i>	3, 10, 13, 17, 19, 27, 30
Adding <i>d</i>	1, 12, 14, 20, 23, 24, 32
Dropping <i>e</i> and adding <i>ing</i>	12, 23, 28, 29, 33
Adding <i>n</i> and <i>en</i>	6
Adding <i>er</i> and <i>r</i>	11, 15, 18, 29, 31, 32
Adding <i>est</i> and <i>st</i>	1, 16, 22, 27, 29
Adding <i>ly</i>	15, 20, 27, 31
Other suffixes	5, 6, 21, 23, 28
Doubling consonant	8, 24, 26, 27, 31, 33
Changing <i>y</i> to <i>i</i>	3, 13, 17, 19, 22, 27, 30, 32

### C. Word-meaning enrichment.

Meanings, definitions, etc.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32
Synonyms	2, 4, 5, 9, 10, 21, 24, 32
Antonyms	5, 10, 11, 14, 15, 16, 17, 25, 27, 29, 30, 32
Homonyms	8, 17, 18, 19, 24, 26, 30
Word usage	3, 8, 10, 14, 15, 16, 17, 18, 19, 21, 23, 24, 25, 26, 30, 33, 34
Compound words	5, 6, 9, 10, 16, 20, 22, 25, 27, 30, 32, 34

Little words in big words, etc.	2, 5, 8, 11, 12, 16, 18, 19, 20, 28, 29, 31, 34
Past tense	8, 10, 11, 18, 23, 24, 28
Months and days	10, 14
Number words	2, 13, 16, 23, 25, 28, 33

## Grade VI

*A. Study of general and specific features of words and use of dictionary.*

Alphabetical order	1, 3, 4, 7, 8, 10, 11, 12, 15, 17, 19, 20, 22, 23, 24, 25, 27, 29, 30, 32, 34
Alphabetizing by 3rd letter	4, 20, 24, 29, 30, 32, 34
Alphabetizing by 4th, 5th, etc.	4, 10, 11, 12, 15, 17, 19, 27
Alphabetical order in dic- tionary	1, 2
References to dictionary	1, 2, 3, 5, 6, 7, 8, 10, 12, 13, 16, 18, 19, 22, 24, 25, 26, 28, 29, 34
Phonograms	1, 3, 4, 5, 7, 8, 9, 10, 11, 13, 16, 18, 24, 26, 28, 29, 30, 33
Syllables	2, 5, 6, 7, 10, 12, 16, 17, 21, 24, 26, 28, 29, 30, 34
Rhyming words	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 17, 20, 21, 23, 24, 25, 26, 27, 28, 30, 31, 32, 33, 34
Accent marks	2, 5, 6, 7, 12, 16, 21, 24, 26, 28, 30, 34
Prefixes	1, 5, 6, 7, 11, 16, 17, 19, 23, 24, 25, 26, 29, 30, 31
Double letters	3, 9, 11, 18, 19, 21, 22, 23, 24, 25, 27, 28, 29, 30, 31, 32, 34
Hard spots	1-34
Long and short vowels	3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30, 32, 33

Consonants	3, 5, 9, 12
Finding pronunciation	2, 5, 7, 9, 10, 11, 13, 16, 18, 22, 25, 26, 28, 29, 33
Guide words	2
Capitalized words	6, 10, 16, 17, 21, 24, 29
Apostrophe for contraction	8, 32
Apostrophe for possession	10, 11, 18, 21, 24, 27, 31
Period for abbreviation	12, 15, 21, 29
Compound words	4, 6, 7, 14, 19, 21, 23, 27, 28, 30, 31, 32, 33, 34
Little words in big words, etc.	1, 3, 13, 15, 19, 21, 23, 25, 28, 30
Hyphenated words	12, 32
Hard and soft <i>c</i>	2, 10, 11, 17, 19, 25, 30, 31
Hard and soft <i>g</i>	9, 13, 25, 28, 31
Silent letters	4, 6, 7, 8, 9, 10, 11, 19, 20, 24, 26, 27, 28, 30, 32, 33
Different letters with same sound	8, 11, 12, 15, 18, 25, 26, 33
Diphthong	3, 22, 34
Hyphen at end of line	7
Capital for sentence	9
Question mark	18, 34
<i>Qu</i>	20, 31

### 3. *Generalization of derivatives.*

Adding <i>s</i>	4, 10, 13, 22, 27, 28, 31
Adding <i>ed</i>	5, 11, 13, 16, 19, 25, 27, 29, 31, 33, 34
Adding <i>ing</i>	9, 12, 13, 15, 17, 19, 20, 21, 24, 25, 26, 28, 30, 31, 34
Adding <i>es</i>	3, 12, 13, 18, 20, 21, 23, 25
Adding <i>d</i>	11, 16, 19, 23, 28, 30, 34
Dropping <i>e</i> and adding <i>ing</i>	9, 15, 17, 20, 24, 26, 28, 30, 31, 34
Adding <i>n</i> and <i>en</i>	15, 23, 34
Adding <i>er</i> and <i>r</i>	1, 2, 10, 13, 24, 25, 29, 31, 33, 34
Adding <i>est</i> and <i>st</i>	2, 29, 34

Adding <i>ly</i>	5, 10, 11, 18, 19, 23, 28, 33
Other suffixes	1, 5, 6, 7, 8, 10, 11, 12, 13, 16, 17, 18, 19, 24, 25, 27, 28, 29, 30, 31, 33, 34
Doubling consonant	1, 9, 19, 25, 26, 31, 34
Changing <i>y</i> to <i>i</i>	12, 16, 18, 21, 23, 25, 29, 30, 34

### C. *Word-meaning enrichment.*

Meanings, definitions, etc.	1, 2, 3, 5, 8, 9, 11, 12, 15, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 31, 32, 33, 34
Synonyms	1, 2, 3, 5, 11, 20, 26, 34
Antonyms	1, 7, 12, 15, 20, 21, 26, 27, 31
Homonyms	4, 9, 15, 18, 20, 22, 26, 32
Prefixes	1, 5, 6, 7, 11, 16, 17, 19, 23, 24, 25, 26, 29, 30, 31
Word usage	4, 8, 11, 15, 16, 20, 22, 26, 30, 32, 34
Compound words	4, 6, 7, 14, 19, 21, 23, 27, 28, 30, 31, 32, 33, 34
Little words in big words, etc.	1, 3, 13, 15, 19, 21, 23, 25, 28, 30
Singular and plural	3, 4, 6, 10, 13, 18, 20, 22, 27, 28
Past tense	16, 22, 27, 30
Months and days	29
Number words	5, 12, 34

### Grade VII

#### A. *Study of general and specific features of words and use of dictionary.*

Alphabetical order	1, 2, 3, 4, 6, 7, 8, 9, 10, 13, 14, 16, 17, 19, 21, 22, 23, 25, 27, 29, 30, 31, 33, 34
Alphabetizing by 3rd letter	7, 9, 10, 13, 14, 17, 19, 21, 22, 23, 29, 30, 31, 34



Alphabetizing by 4th, 5th, etc.	3, 4, 6, 8, 9, 10, 16, 19, 21, 25, 27, 29, 30, 33
Alphabetical order in dictionary	3, 7
References to dictionary	1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 16, 19, 21, 25, 31
Phonograms	1, 5, 12, 14, 15, 16, 18, 19, 20, 21, 22, 23, 25, 27, 29, 32
Syllables	3, 4, 6, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 25, 26, 27, 28, 29, 30, 31, 33, 34
Rhyming words	2, 3, 11, 16, 17, 18, 20, 25, 26, 28, 30, 32, 33
Double letters	2, 4, 5, 7, 14, 16, 17, 19, 21, 23, 26, 28, 29, 30, 32, 33
Accents	3, 4, 6, 8, 9, 10, 11, 13, 15, 16, 17, 19, 20, 21, 25, 26, 28, 29, 30, 31, 33, 34
Prefixes	3, 4, 5, 6, 8, 9, 13, 14, 15, 16, 17, 19, 21, 26, 27, 29, 30, 32, 34
Hard spots	1-34
Long and short vowels	1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 14, 16, 17, 18, 19, 20, 22, 23, 24, 25, 26, 27, 28, 29, 30, 32, 34
Consonants	1, 4, 5, 6, 24
Pronunciation	1, 2, 3, 4, 6, 9, 10, 11, 12, 14, 15, 26, 32
Guide words	7
Capitalized words	8
Apostrophe for possession	7, 13, 14, 18, 21, 30
Period for abbreviation	22
Compound words	2, 7, 8, 9, 12, 16, 17, 18, 20, 23, 28, 33
Little words in big words, etc.	5, 10, 16, 17, 23, 30, 31
Confusable words	3, 11
Hard and soft <i>c</i>	6, 11, 14, 19, 21, 25
Hard and soft <i>g</i>	4, 10, 14, 18, 21, 25

Silent letters	3, 10, 16, 17, 21, 32
Same letters with different sound	1, 3, 5, 12, 15, 16, 22
Different letters with same sound	2, 4, 5, 7, 12, 14, 15, 16, 17, 18, 20, 27, 29
Diphthongs	2, 9, 11, 16, 17, 20, 26, 27, 30
Hyphen at end of line	8
Qu	1

### B. Generalization of derivatives.

Adding <i>s</i>	4, 6, 7, 10, 13, 15, 17, 18, 21, 24, 25, 27, 28, 32
Adding <i>ed</i>	1, 2, 6, 8, 9, 11, 12, 14, 15, 18, 19, 22, 26, 28, 29, 30, 31, 32, 33
Adding <i>ing</i>	3, 5, 6, 8, 10, 17, 18, 22, 26, 27
Adding <i>es</i>	1, 4, 6, 7, 11, 12, 15, 17, 21, 24, 26, 28, 32, 33, 34
Adding <i>d</i>	6, 10, 17, 18, 23, 27
Dropping <i>e</i> and adding <i>ing</i>	3, 6, 8, 10, 17, 18, 27
Adding <i>n</i> and <i>en</i>	5, 19, 22, 28, 29
Adding <i>er</i> and <i>r</i>	1, 5, 7, 10, 11, 18, 23, 24, 33, 34
Adding <i>est</i> and <i>st</i>	10, 19, 23, 33
Adding <i>ly</i>	1, 4, 5, 8, 18, 19, 22, 28, 29, 30, 32, 34
Other suffixes	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 32, 33, 34
Changing <i>y</i> to <i>i</i>	1, 4, 6, 7, 11, 12, 14, 15, 17, 21, 23, 24, 26, 32, 33, 34
Doubling consonant	5, 11, 19, 22, 28, 32, 33, 34

### C. Word-meaning enrichment.

Meanings, definitions, etc.	2, 3, 4, 5, 7, 8, 9, 10, 11, 13, 14, 15, 16, 18, 19, 20, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 34
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Synonyms	2, 4, 5, 9, 15, 20, 27, 30, 31
Antonyms	5, 7, 8, 10, 13, 14, 15, 17, 19, 25, 27, 29, 30, 32, 33, 34
Homonyms	6, 12, 18, 20, 24, 25, 29, 31
Compound words	2, 7, 8, 9, 12, 16, 17, 18, 20, 23, 28, 33
Little words in big words, etc.	5, 10, 16, 17, 23, 30, 31
Word usage	3, 6, 7, 9, 10, 11, 12, 15, 18, 20, 21, 23, 24, 25, 27, 28, 29, 30, 31
Prefixes	3, 4, 5, 6, 8, 9, 13, 14, 15, 16, 17, 19, 21, 26, 27, 29, 30, 32, 34
Singular and plural	1, 4, 6, 7, 11, 13, 15, 18, 20, 21, 23, 24, 25, 26, 27, 28, 32
Past tense	14, 15, 17, 18, 23, 30, 31
Number words	34
Spelling rules	1, 4, 21, 22, 23
Parts of speech	3, 4, 7, 8, 9, 10, 11, 12, 13, 15, 16, 18, 20, 23, 24, 25, 26, 27, 28, 30, 31, 34
Comparative and superlative	10, 23, 24, 33

## Grade VIII

. *Study of general and specific features of words and use of dictionary.*

Alphabetical order	1, 4, 5, 8, 10, 11, 15, 16, 19, 20, 21, 22, 25, 27, 30, 31, 32, 34
Alphabetizing by 3rd letter	1, 5, 8, 11, 15, 19, 20, 21, 22, 25, 27, 31, 34
Alphabetizing by 4th, 5th, etc.	1, 15, 16, 25, 30
Alphabetical order in dic- tionary	1
References to dictionary	1, 2, 3, 4, 5, 6, 7, 9, 10, 13, 16, 19, 21, 26, 27, 28, 31, 34
Hard spots	1-34

Phonograms	4, 8, 9, 12, 13, 15, 20, 24, 26, 27, 28, 29, 30, 31, 33, 34
Syllables	3, 4, 5, 7, 9, 10, 11, 13, 16, 17, 19, 22, 25, 26, 27, 28, 31, 33, 34
Rhyming words	5, 10, 11, 14, 17, 19, 20, 25, 31, 32, 33, 34
Double letters	1, 2, 3, 6, 8, 9, 10, 13, 21, 22, 23, 25, 26, 28, 30, 31, 32, 34
Accents	3, 4, 5, 7, 9, 10, 11, 13, 16, 17, 19, 22, 24, 25, 26, 27, 28, 31, 33, 34
Prefixes	4, 5, 6, 7, 8, 9, 10, 12, 13, 15, 16, 17, 23, 25, 26, 27, 29, 30
Long and short vowels	2, 3, 4, 6, 7, 9, 11, 12, 13, 16, 17, 19, 21, 22, 23, 24, 27, 28, 29, 31, 32, 33, 34
Consonants	7, 12, 14, 16, 18, 19, 32
Pronunciation	3, 22, 32
Guide words	2
Capitalized words	16, 23, 25, 28, 29
Apostrophe for possession	5, 12, 14, 20, 21, 23, 26, 30
Period for abbreviation	32
Compound words	1, 4, 7, 9, 13, 24
Little words in big words	3, 16, 20
Confusable words	17, 32
Hard and soft <i>c</i>	11, 14, 15, 23, 30, 31, 33, 34
Hard and soft <i>g</i>	4, 11, 12, 14, 15, 23, 27, 28, 30, 31
Silent letters	2, 10, 15, 21, 26, 32, 34
Same letters with different sound	5, 9, 33
Different letters with same sound	4, 6, 9, 12, 19, 24, 31, 34
Singular and plural	2, 4, 5, 7, 11, 12, 13, 15, 20, 21, 23, 24, 25, 29, 32, 33, 34
Diphthongs	4, 5, 6, 12, 20, 24, 30
Hyphen at end of line	10
<i>Qu</i>	10, 19, 32

B. *Generalization of derivatives.*

Adding <i>s</i>	5, 8, 11, 13, 15, 20, 23, 24, 25, 29, 32, 34
Adding <i>es</i>	2, 4, 7, 8, 9, 12, 13, 16, 21, 23, 25, 33, 34
Adding <i>d</i>	6, 12, 18, 19, 30
Adding <i>ed</i>	6, 8, 10, 12, 14, 18, 19, 21, 24, 30
Adding <i>ing</i>	7, 8, 10, 11, 13, 14, 15, 18, 21, 26
Dropping <i>e</i> and adding <i>ing</i>	8, 10, 13, 15, 18, 21, 26, 30, 33
Adding <i>n</i> and <i>en</i>	10, 11, 21
Adding <i>er</i> and <i>r</i>	1, 2, 7, 9, 11, 15, 16, 25, 29, 31
Adding <i>est</i> and <i>st</i>	11, 15, 25, 31
Adding <i>ly</i>	9, 13, 15, 25, 26, 27, 31, 32, 33, 34
Other suffixes	1, 3, 4, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 22, 23, 26, 27, 28, 29, 31, 32, 33
Changing <i>y</i> to <i>i</i>	1, 2, 7, 8, 9, 11, 12, 13, 15, 16, 19, 21, 23, 26, 31, 33, 34
Doubling consonant	6, 9, 10, 11, 14, 18, 21, 28, 29, 30

C. *Word-meaning enrichment.*

Meanings, definitions, etc.	1-34
Synonyms	3, 4, 6, 19, 27, 33
Antonyms	3, 6, 7, 8, 9, 13, 15, 19, 22, 24, 25, 26, 27, 28, 30, 31, 32, 33
Homonyms	1, 2, 5, 20, 29, 32, 34
Word usage	1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 29, 30, 31, 32, 33, 34
Compound words	1, 4, 7, 9, 13, 24
Little words in big words	3, 16, 20
Prefixes	4, 5, 6, 7, 8, 9, 10, 12, 13, 15, 16, 17, 23, 25, 26, 27, 29, 30

Tense	6, 10, 12, 14, 17, 18, 19, 24, 30
Principal parts of a verb	18, 19, 21, 30
Parts of speech	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 34
Spelling rules	4, 5, 7, 8, 10, 18, 24, 25, 32
Comparative and superlative	11, 15, 25, 26, 27, 31

## 11. REFERENCES FOR FURTHER READING

The following books provide the most extensive discussions of the teaching of spelling:

- Edward W. Dolch, *Better Spelling*, Champaign, Illinois, The Garrard Press, 1942. 270 pp.
- Thomas G. Foran, *The Psychology and Teaching of Spelling*, Washington, D. C., The Catholic Education Press, 1934. 234 pp.
- Gertrude Hildreth, *Learning the Three R's: A Modern Interpretation*, Minneapolis, Educational Publishers, Inc., 1936, pp. 190-216, 487-514, 790-817.

The following books deal especially with spelling difficulties and remedial instruction:

- Grace M. Fernald, *Remedial Techniques in Basic School Subjects*, New York, McGraw-Hill Book Company, Inc., 1943, pp. 181-213.
- Arthur I. Gates and David H. Russell, *Diagnostic and Remedial Spelling Manual*, New York, Teachers College Bureau of Publications. 1940. 50 pp.
- Arthur I. Gates and Paul R. Mort, *The Acceptable Uses of Achievement Tests*, New York, Teachers College Bureau of Publications, pp. 49-75.



## 12. EXTRA WORDS IN ORDER OF FREQUENCY GRADES IV-VIII

The following words—the same as those which are starred in the dictionaries—are here arranged according to their frequency of use as shown by the Rinsland study. The word of highest frequency, or importance, in a grade appears first, the next most important word follows, and so on throughout the extra-word list for each grade. This arrangement is included as an aid to the teacher in making extra-word assignments.

### Grade IV

- |              |                   |                   |
|--------------|-------------------|-------------------|
| 1. surprised | 23. huge          | 45. brick         |
| 2. let's     | 24. man's         | 46. bubbles       |
| 3. kitty     | 25. matches       | 47. dangerous     |
| 4. raised    | 26. older         | 48. frozen        |
| 5. shore     | 27. straw         | 49. insects       |
| 6. cellar    | 28. subject       | 50. note          |
| 7. package   | 29. themselves    | 51. plains        |
| 8. useful    | 30. toward        | 52. screamed      |
| 9. autumn    | 31. twice         | 53. Sept.         |
| 10. below    | 32. ahead         | 54. sign          |
| 11. June     | 33. announcements | 55. socks         |
| 12. longer   | 34. beans         | 56. thin          |
| 13. luck     | 35. capital       | 57. wrapped       |
| 14. pages    | 36. cream         | 58. act           |
| 15. proud    | 37. dismissed     | 59. basin         |
| 16. quickly  | 38. east          | 60. buried        |
| 17. tiger    | 39. electricity   | 61. grandfather's |
| 18. biggest  | 40. glaciers      | 62. journey       |
| 19. colonies | 41. job           | 63. lonesome      |
| 20. dikes    | 42. shining       | 64. minute        |
| 21. enemy    | 43. become        | 65. neighbor's    |
| 22. hobby    | 44. belt          | 66. pile          |

- |                |                 |                  |
|----------------|-----------------|------------------|
| 67. plane      | 105. nickel     | 143. believed    |
| 68. post       | 106. reason     | 144. dirt        |
| 69. push       | 107. rough      | 145. garage      |
| 70. shook      | 108. salt       | 146. practice    |
| 71. states     | 109. Sat.       | 147. quick       |
| 72. tear       | 110. shut       | 148. spear       |
| 73. usually    | 111. spot       | 149. there's     |
| 74. bars       | 112. stamp      | 150. win         |
| 75. bother     | 113. sugar      | 151. among       |
| 76. drop       | 114. wicked     | 152. anybody     |
| 77. he's       | 115. center     | 153. carriage    |
| 78. Jesus      | 116. closer     | 154. pipe        |
| 79. plantation | 117. decorated  | 155. solid       |
| 80. principal  | 118. grab       | 156. certain     |
| 81. protect    | 119. hunter     | 157. continent   |
| 82. quit       | 120. jail       | 158. Dr.         |
| 83. tusks      | 121. palm       | 159. dug         |
| 84. belong     | 122. point      | 160. grand       |
| 85. cart       | 123. ski        | 161. high school |
| 86. climate    | 124. tiny       | 162. path        |
| 87. fishermen  | 125. tore       | 163. ruler       |
| 88. fond       | 126. bathrobe   | 164. blacksmith  |
| 89. load       | 127. calendar   | 165. living room |
| 90. rake       | 128. chose      | 166. ought       |
| 91. shake      | 129. clover     | 167. sunny       |
| 92. shopping   | 130. donkey     | 168. blind       |
| 93. sidewalk   | 131. forth      | 169. carve       |
| 94. somebody   | 132. hasn't     | 170. ditches     |
| 95. strange    | 133. healthy    | 171. goldfish    |
| 96. tin        | 134. matter     | 172. irrigation  |
| 97. bay        | 135. nearer     | 173. lazy        |
| 98. carrots    | 136. puppies    | 174. polar       |
| 99. costume    | 137. sharp      | 175. pup         |
| 100. cup       | 138. studied    | 176. row         |
| 101. empty     | 139. turtle     | 177. slow        |
| 102. fisherman | 140. twins      | 178. gate        |
| 103. gay       | 141. typewriter | 179. hate        |
| 104. lying     | 142. ugly       | 180. lead        |

181. mill  
182. plow  
183. playhouse

184. dam  
185. hurried  
186. goose

187. inch  
188. toes  
189. vice-president

## Grade V

1. leader  
2. cities  
3. railroad  
4. sooner  
5. kisses  
6. beads  
7. flies  
8. southern  
9. prettiest  
10. cries  
11. discovered  
12. cheer  
13. crowd  
14. pine  
15. order  
16. pleasant  
17. voice  
18. canary  
19. lucky  
20. you're  
21. flour  
22. replied  
23. U.S.  
24. blood  
25. divided  
26. settlers  
27. drowned  
28. muddy  
29. chicks  
30. comb  
31. feather  
32. governor

33. sleepy  
34. weighs  
35. flu  
36. shed  
37. digging  
38. fool  
39. lit  
40. lodge  
41. semester  
42. concert  
43. goddess  
44. holy  
45. she's  
46. stomach  
47. balloon  
48. capitol  
49. dairy  
50. disease  
51. kicked  
52. robbers  
53. sack  
54. shadow  
55. statue  
56. angel  
57. artist  
58. fireworks  
59. grapes  
60. keeper  
61. lie  
62. milkman  
63. oldest  
64. plate

65. speech  
66. crack  
67. lamb  
68. led  
69. manufacture  
70. skim  
71. smell  
72. tax  
73. herd  
74. playmate  
75. ripe  
76. tries  
77. bare  
78. bake  
79. bales  
80. beg  
81. bump  
82. cannon  
83. click  
84. curly  
85. dragon  
86. fear  
87. forgive  
88. howl  
89. paw  
90. pilot  
91. reply  
92. tomatoes  
93. tub  
94. area  
95. bog  
96. colonists

97. crawled	129. you've	161. worried
98. denominator	130. bill	162. birth
99. errand	131. bouquet	163. bud
100. forehead	132. bunny	164. bug
101. inkwell	133. cheaper	165. bundle
102. lightning	134. cheerful	166. carols
103. mistress	135. cough	167. carpenter
104. patent	136. drawn	168. clever
105. shepherd	137. drug	169. cruel
106. spinning	138. duty	170. delivered
107. sprained	139. exhibit	171. experience
108. stolen	140. fright	172. fairground
109. tribe	141. gauze	173. flakes
110. twenty-eight	142. goodness	174. frost
111. bolls	143. grave	175. granddaughter
112. border	144. highway	176. marry
113. cabinet	145. lb.	177. mittens
114. choir	146. lime	178. motto
115. chopped	147. Mon.	179. ornaments
116. chum	148. mts.	180. owe
117. driving	149. pearl	181. plateau
118. dusty	150. playground	182. pneumonia
119. further	151. rooster	183. pottery
120. harp	152. seashore	184. printed
121. parrot	153. service	185. servant
122. pod	154. skunk	186. share
123. rally	155. stools	187. storekeeper
124. rocky	156. stumbled	188. stormy
125. seek	157. swan	189. trailer
126. sink	158. sweat	190. vanity
127. streetcar	159. thrilling	191. whipped
128. tinsel	160. tip	192. within

### Grade VI

1. oven	4. broom	7. tobacco
2. engine	5. case	8. quiet
3. press	6. unless	9. edge

- |                 |                  |                  |
|-----------------|------------------|------------------|
| 10. ft.         | 48. weak         | 86. tadpoles     |
| 11. studies     | 49. bend         | 87. thirsty      |
| 12. stage       | 50. rod          | 88. ticket       |
| 13. circle      | 51. enemies      | 89. umpire       |
| 14. touch       | 52. hollow       | 90. whip         |
| 15. basketball  | 53. limb         | 91. batter       |
| 16. froze       | 54. piers        | 92. bore         |
| 17. pocketbook  | 55. planks       | 93. brace        |
| 18. grocery     | 56. quiz         | 94. Fri.         |
| 19. lower       | 57. radiator     | 95. majestic     |
| 20. neighbor    | 58. rinse        | 96. Negro        |
| 21. mostly      | 59. rise         | 97. propeller    |
| 22. copy        | 60. rotten       | 98. rack         |
| 23. calves      | 61. triangle     | 99. shipped      |
| 24. quarter     | 62. trimmed      | 100. slammed     |
| 25. freeze      | 63. anniversary  | 101. spools      |
| 26. shouldn't   | 64. catcher      | 102. tan         |
| 27. Bible       | 65. cord         | 103. upset       |
| 28. grammar     | 66. crepe        | 104. volcanoes   |
| 29. groceries   | 67. dough        | 105. bleeding    |
| 30. lose        | 68. drawer       | 106. buckle      |
| 31. nicely      | 69. elementary   | 107. copied      |
| 32. geese       | 70. fan          | 108. evergreen   |
| 33. lawn        | 71. grader       | 109. jaw         |
| 34. navy        | 72. greasy       | 110. letting     |
| 35. ponies      | 73. injured      | 111. loop        |
| 36. rifle       | 74. marshmallows | 112. mend        |
| 37. heat        | 75. mosquitoes   | 113. pennies     |
| 38. peaches     | 76. numerals     | 114. racket      |
| 39. bathing     | 77. parachute    | 115. senators    |
| 40. branch      | 78. quicker      | 116. senior      |
| 41. carries     | 79. rodeo        | 117. sixteenth   |
| 42. fountain    | 80. rude         | 118. slower      |
| 43. joy         | 81. screws       | 119. strike      |
| 44. prison      | 82. sprinkle     | 120. taxicabs    |
| 45. blanket     | 83. squeeze      | 121. tonsillitis |
| 46. soup        | 84. stitch       | 122. torn        |
| 47. twenty-five | 85. stretch      | 123. worse       |

- |                 |                 |                 |
|-----------------|-----------------|-----------------|
| 124. accused    | 151. carpet     | 178. vines      |
| 125. bulldog    | 152. cigar      | 179. breast     |
| 126. cones      | 153. cigarettes | 180. chilly     |
| 127. crumbs     | 154. colder     | 181. colony     |
| 128. eighteenth | 155. correspond | 182. eleventh   |
| 129. gain       | 156. expense    | 183. fowl       |
| 130. grapefruit | 157. experiment | 184. happier    |
| 131. herself    | 158. float      | 185. hardware   |
| 132. key        | 159. fought     | 186. inspection |
| 133. kindly     | 160. golf       | 187. layer      |
| 134. lemon      | 161. gulf       | 188. lowest     |
| 135. mold       | 162. honorable  | 189. mate       |
| 136. mule       | 163. indoors    | 190. peel       |
| 137. noisy      | 164. knee       | 191. peninsula  |
| 138. peddler    | 165. pat        | 192. proved     |
| 139. recd.      | 166. pistols    | 193. shock      |
| 140. sauce      | 167. plentiful  | 194. slick      |
| 141. shelves    | 168. pure       | 195. taffy      |
| 142. struck     | 169. rim        | 196. toast      |
| 143. suck       | 170. sharpener  | 197. ankle      |
| 144. Sun.       | 171. shoulder   | 198. anyhow     |
| 145. thirteenth | 172. slice      | 199. lilies     |
| 146. title      | 173. spark      | 200. mighty     |
| 147. trim       | 174. spray      | 201. waist      |
| 148. trumpets   | 175. steers     | 202. alarm      |
| 149. advertise  | 176. stranger   | 203. waves      |
| 150. bent       | 177. underneath |                 |

## Grade VII

- |               |               |                 |
|---------------|---------------|-----------------|
| 1. textile    | 9. nervous    | 17. former      |
| 2. tasteless  | 10. origin    | 18. manly       |
| 3. gatherers  | 11. murmur    | 19. cheeks      |
| 4. bond       | 12. interrupt | 20. catalogue   |
| 5. colorless  | 13. fairly    | 21. inhabitants |
| 6. determined | 14. spoken    | 22. features    |
| 7. hurriedly  | 15. companies | 23. avoid       |
| 8. pineapples | 16. extent    | 24. awakened    |



- |                  |                 |                   |
|------------------|-----------------|-------------------|
| 25. subscription | 63. cemetery    | 101. northeast    |
| 26. dashed       | 64. bullets     | 102. pale         |
| 27. locomotive   | 65. rattle      | 103. severe       |
| 28. thoroughly   | 66. macaroni    | 104. beard        |
| 29. stagecoach   | 67. scarlet     | 105. glorious     |
| 30. waterfalls   | 68. earliest    | 106. doorway      |
| 31. elements     | 69. tug         | 107. gentleman    |
| 32. insisted     | 70. composers   | 108. perfectly    |
| 33. chapter      | 71. delicious   | 109. original     |
| 34. final        | 72. flight      | 110. watchman     |
| 35. flax         | 73. freight     | 111. variety      |
| 36. fog          | 74. literature  | 112. easiest      |
| 37. goal         | 75. longest     | 113. architecture |
| 38. hardships    | 76. quail       | 114. commander    |
| 39. lap          | 77. seventeen   | 115. surrendered  |
| 40. laughter     | 78. stripes     | 116. solution     |
| 41. nephew       | 79. willow      | 117. snails       |
| 42. ragged       | 80. possession  | 118. ceiling      |
| 43. roast        | 81. gentle      | 119. claimed      |
| 44. spare        | 82. week end    | 120. hero         |
| 45. gutters      | 83. action      | 121. libraries    |
| 46. pronoun      | 84. conducted   | 122. oxen         |
| 47. wrapping     | 85. astonished  | 123. sense        |
| 48. nitrogen     | 86. exactly     | 124. proteins     |
| 49. commonly     | 87. blame       | 125. resistance   |
| 50. dissolved    | 88. manage      | 126. federal      |
| 51. winning      | 89. enjoyable   | 127. entire       |
| 52. trapping     | 90. merchant    | 128. event        |
| 53. vats         | 91. knit        | 129. odd          |
| 54. heaven       | 92. bass        | 130. medicinal    |
| 55. crushed      | 93. turnips     | 131. concerning   |
| 56. muscles      | 94. Continental | 132. frame        |
| 57. aviator      | 95. meanwhile   | 133. command      |
| 58. destroyed    | 96. mysterious  | 134. shack        |
| 59. appearance   | 97. crippled    | 135. coin         |
| 60. arrest       | 98. educational | 136. develop      |
| 61. tipped       | 99. ambition    | 137. cushion      |
| 62. sunset       | 100. entrance   | 138. damage       |

139. softly	165. curious	191. snowy
140. transport	166. explorer	192. guilty
141. hitting	167. plurals	193. unusual
142. partner	168. private	194. extended
143. dome	169. deck	195. backwards
144. motorboat	170. percentage	196. truth
145. ordinary	171. mammals	197. poet
146. rattlesnake	172. Confederate	198. horrible
147. support	173. crusade	199. refreshments
148. eager	174. debated	200. sprang
149. rare	175. inventor	201. sighed
150. cultivated	176. evaporate	202. substitute
151. revealed	177. boss	203. knitting
152. loss	178. angle	204. microscope
153. enforcement	179. pork	205. banquet
154. yield	180. driven	206. privileges
155. discouraged	181. effort	207. erected
156. latter	182. cloudy	208. exact
157. clumps	183. ashore	209. abandoned
158. cable	184. precious	210. fireproof
159. demanded	185. fault	211. nerves
160. darling	186. worn	212. inquired
161. dive	187. wealth	213. conversation
162. punished	188. yr.	214. imagination
163. select	189. tone	215. sources
164. incident	190. limits	

### Grade VIII

1. girls'	10. westward	19. monarch
2. reconstruction	11. breed	20. clapping
3. faded	12. ballot	21. liquor
4. entitled	13. missionaries	22. scheme
5. flocks	14. nowhere	23. boyhood
6. devoted	15. release	24. crown
7. committed	16. probable	25. repair
8. paddled	17. qualifications	26. shrubs
9. mist	18. estate	27. stationary

28. cadet	66. centuries	104. intensity
29. chords	67. colonel	105. exceeded
30. equally	68. delegates	106. excursions
31. Pullman	69. limestone	107. feminine
32. rascal	70. mission	108. economical
33. daylight	71. lone	109. campaign
34. priest	72. sorrow	110. thieves
35. delicate	73. tiresome	111. repealed
36. detective	74. accompanied	112. arise
37. register	75. previous	113. forgetting
38. belief	76. slim	114. glow
39. fitted	77. thief	115. stricken
40. who's	78. ancestors	116. icicles
41. bury	79. instantly	117. regulate
42. weird	80. ridge	118. pause
43. vanished	81. scary	119. intelligence
44. homeward	82. employees	120. dumped
45. mint	83. skinny	121. reaper
46. reins	84. blessings	122. management
47. recommend	85. democratic	123. intense
48. convinced	86. sleet	124. circulation
49. created	87. referred	125. employer
50. disaster	88. intensive	126. reference
51. claws	89. straighten	127. bade
52. plump	90. timid	128. centigrade
53. mast	91. puppets	129. charity
54. candidates	92. persuaded	130. column
55. proclamation	93. whipping	131. submarine
56. earthquakes	94. rosy	132. male
57. thee	95. eyebrows	133. tumbling
58. junk	96. observed	134. fully
59. society	97. molten	135. preacher
60. anchor	98. landlords	136. punishment
61. gloomy	99. berry	137. staring
62. splash	100. broad	138. obedient
63. conclusion	101. compared	139. qualities
64. sunrise	102. terrific	140. upward
65. represent	103. ledge	141. panther

- |                    |                   |                     |
|--------------------|-------------------|---------------------|
| 142. bough         | 168. chips        | 194. outstanding    |
| 143. credit        | 169. twenty-fifth | 195. shallow        |
| 144. forbidden     | 170. attracted    | 196. conference     |
| 145. tide          | 171. dropping     | 197. drag           |
| 146. deaf          | 172. shiny        | 198. policemen      |
| 147. faithful      | 173. athletic     | 199. relation       |
| 148. dared         | 174. actor        | 200. pretended      |
| 149. picturesque   | 175. cargo        | 201. poverty        |
| 150. leap          | 176. elaborate    | 202. nickname       |
| 151. topic         | 177. nursery      | 203. coward         |
| 152. trigger       | 178. readily      | 204. celebration    |
| 153. promptly      | 179. estimate     | 205. seventy-five   |
| 154. corral        | 180. reflected    | 206. thermometer    |
| 155. threatened    | 181. peacefully   | 207. bloody         |
| 156. glimpse       | 182. application  | 208. specimen       |
| 157. traveler      | 183. fascinating  | 209. royal          |
| 158. railway       | 184. calories     | 210. edition        |
| 159. prefer        | 185. cautiously   | 211. graduation     |
| 160. crackling     | 186. chloroform   | 212. starved        |
| 161. steadily      | 187. horrified    | 213. unlucky        |
| 162. secede        | 188. eyelids      | 214. treasury       |
| 163. consideration | 189. operated     | 215. voyagers       |
| 164. festival      | 190. memories     | 216. heartily       |
| 165. boiler        | 191. adults       | 217. representation |
| 166. savage        | 192. soaked       |                     |
| 167. souvenir      | 193. amusing      |                     |













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